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ABSTRACT

Presented are Parts 3 and 4 of a teaching guide designed for use in the United States Dependent Schools in the European Area. It provides a developmental, task analysis approach for teaching elementary and secondary level mentally retarded and learning disabled students. In Part 3 specific instructions are provided for developing two major curriculum areas, personal-social development and the world of work, and for writing experience units which span a variety of curriculum areas. Each curriculum unit lists target abilities (presented in behavioral terms in developmental order), assessment items for each ability, content-development and reinforcement activities for many of the abilities, and supplemental teaching resources and strategies (cross referenced to Part 4). Three teaching units (Ways We Move, Safety, and Orientation to the World of Work) and four subunits (Cooking, Pets, Living in Our American Village, and Use and Abuse of Drugs) are given as examples of experience units. Part 4 lists teaching resources (such as basic texts and kits) and teaching strategies (such as experience charts, learning centers, and educational games) for use with curriculum units. (LS)

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A Teachers' Guide for Exceptional Children and Youth

Parts III and IV

**Institute for the Study of
Mental Retardation and
Related Disabilities**

University of Michigan

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PART III

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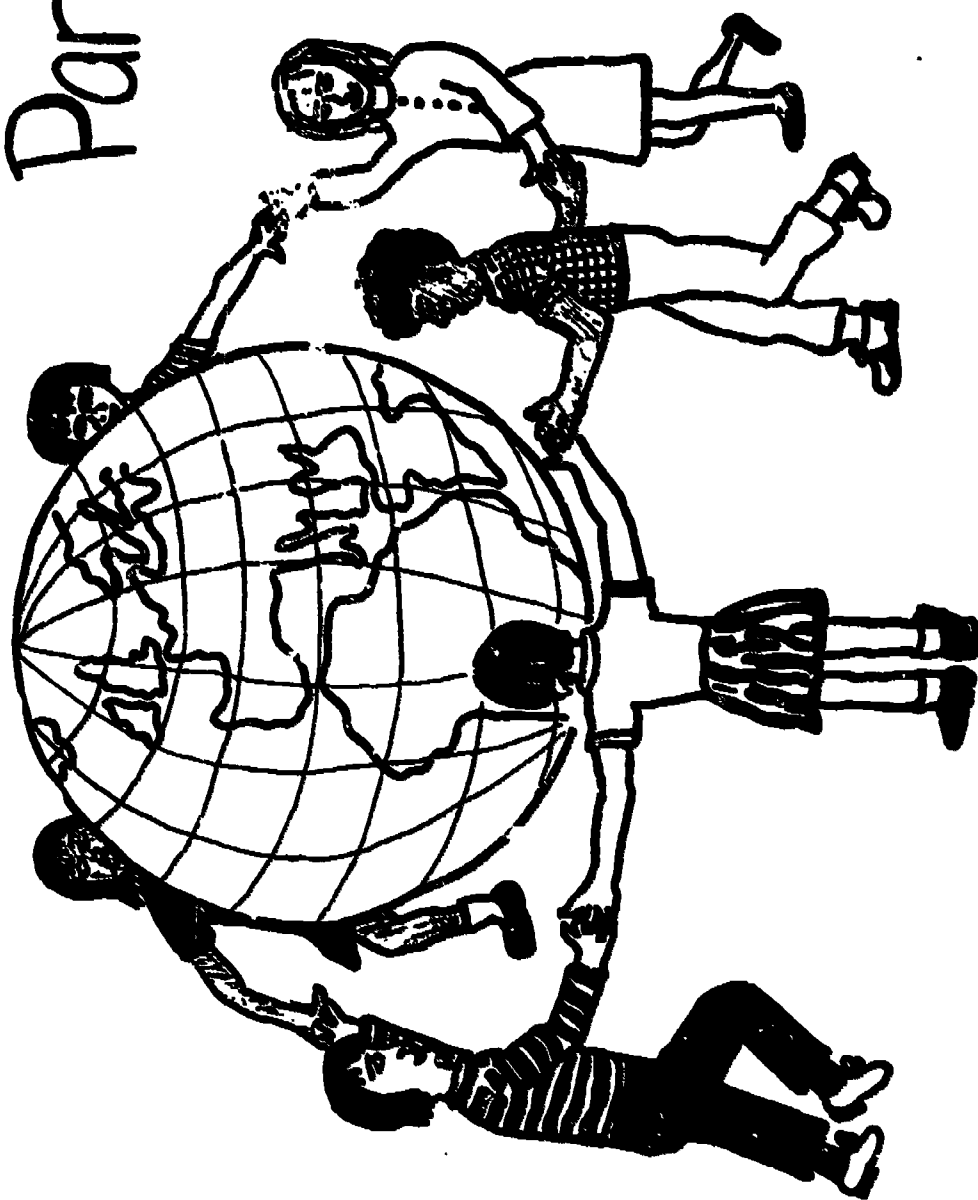
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Personal-Social Section

Part III



INTRODUCTION

The Personal-Social Development section of the guide is composed of seven subsections: Self-Awareness, Self and the Environment, Communications, Self and Emotions, Interpersonal Relationships, Self-Assistance, and Travel. This section emphasizes development of social abilities, for a cornerstone of the socialization process involves interpersonal relationships, relating to and interacting with other people. Living and working together require abilities that help students get along with their peers and adults. Social life, furthermore, depends to a great extent on self-awareness and emotional maturity. The self and society are always inter-related, interacting.

Interpersonal relations are also rooted in the ability to communicate with others. Both teacher and students need to become aware of the many facets of communication: gesturing, speaking, and writing. Daily application, guided by the ability and activity sequence, will sharpen the students' effectiveness in communicating with others.

Parallel to communication strength, pupils can acquire the elements of social strength, which include the need for consideration of and cooperation with others. The student must also learn that he can seek aid from others; that he cannot exist without obeying some conventions or rules; and that control over his behavior can be exercised by himself as well as others. The pupil develops abilities which allow him to understand that rules for behavior can be made by him or people like him. He can then infer that abiding by the rules is often in his own self-interest.

The social and personal aspects of travel assume special significance for dependents of service personnel. Traveling demands that the pupil use skills specific to traveling (finding locations, securing accommodations, etc.).

The curriculum team contends that the skills in this section of the guide should have both immediate and long term payoff for the student, i.e., the task for today should have relevance to the student's immediate needs as well as provide a foundation for future social skills development.

Examples of ability statements and assessment techniques are listed within each subsection. Some abilities have been selected to provide the basis for Selected Teaching Activities or groups of lessons. The number of lessons that will be required to teach each ability will depend upon the developmental levels of the students. Examples of the task analysis technique are presented to enable the teacher to generate testable alternatives to the instructional approach which has failed. (Refer to Task Analysis, Part I, for a more comprehensive description.)

Current problems of sex, drug use and abuse, and relations between ethnic groups indicate the urgency of the development of personal-social skills in those areas. USDESEA is making intensive and extensive efforts in these areas. In view of that effort, this guide includes in this section summary statements regarding Sex Education, Drug Education, and Minorities Studies. Each of these statements either indicates how the guide can be used in conjunction with present USDESEA instructional materials in these areas or presents materials in USDESEA for teacher use in these areas.

The writers of this guide recommend that teachers use the appropriate materials that USDESEA is developing in minorities studies, drug education, and sex education.

Acknowledgment:

The writers of this guide are especially grateful to Dr. Herbert Goldstein for his permission to adapt and reprint portions of the Social Learning Curriculum, F.G.S. Yeshiva University, New York, N.Y. 1969.

ABILITIES AND ASSESSMENTSSELF-AWARENESS

1. To say his/her first name.

TELL ME YOUR FIRST NAME. (Allow nicknames, but be sure the pupil can tell you his "real" name if he used a nickname.)

2. To recognize his/her own first and last names when spoken by other people.

RAISE YOUR HAND WHEN I SAY YOUR NAME.

3. To state his/her own age.

HOW OLD ARE YOU?

4. To state his/her sex.

ARE YOU A BOY? ARE YOU A GIRL? NOW TELL ME, ARE YOU A BOY OR A GIRL?

For slightly older pupils, add: WHEN YOU GROW UP, WILL YOU BE A MAN? WHEN YOU GROW UP, WILL YOU BE A WOMAN?

5. To state his/her race.

WHAT "COLOR" ARE YOU? "Color" here is used in the popular sense to denote race. Hence, this assessment must be carried out in a context where the student will know what you mean by "color." Accept as a response any term which refers to his race correctly. Older students can be asked: WHAT RACE DO YOU BELONG TO?

6. To recognize spoken names of others.

I WILL SAY THE NAMES OF SEVERAL PUPILS IN OUR SCHOOL. WHEN YOU HEAR THE NAME OF SOMEONE IN OUR CLASS, POINT TO THAT PERSON.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
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(Abilities and assessments)

7. To say the names of his/her parents.
TELL ME YOUR MOTHER'S NAME. TELL ME YOUR FATHER'S NAME.
8. To differentiate self from class members relative to sex.
JOHNNY, MAKE TWO TEAMS (SETS, GROUPS, LINES) FROM THE PUPILS IN THIS CLASS. ASK EACH BOY TO STAND HERE. ASK EACH GIRL TO STAND THERE. (Allow time for him to finish.)
HOW ARE ALL OF THE STUDENTS HERE (IN THIS TEAM, IN THIS SET) ALIKE? HOW ARE ALL OF THE STUDENTS THERE (IN THAT TEAM, IN THAT SET) ALIKE? NOW, YOU GO STAND WITH THE TEAM (SET, GROUP) WHERE YOU BELONG.
9. To differentiate self from others relative to size.
MARY, HERE ARE THREE CIRCLES ON THE FLOOR. ASK EACH OF THE SMALLEST STUDENTS IN THE CLASS TO STAND IN THIS CIRCLE. ASK EACH OF THE BIGGEST STUDENTS IN THE CLASS TO STAND IN THAT CIRCLE. ASK EACH OF THE MIDDLE-SIZED STUDENTS TO STAND IN THE OTHER CIRCLE.
Accept any reasonable grouping based on size. Allow time for her to finish.
NOW, YOU GO TO THE CIRCLE WHICH HAS STUDENTS ABOUT YOUR SIZE.
10. To differentiate self from others relative to race.
Instruct your pupils to separate the class into groups according to race. Use caution! Be careful to present all races in a positive way. After the pupil has appropriately separated the class, ask him to join the group to which he belongs.
11. To identify the similarities in people which are independent of differences.
TELL ME SOME WAYS THAT JOE (SUZY, etc.) IS JUST LIKE EVERYONE ELSE IN OUR CLASS.

TEACHER TIPS		
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(Abilities and assessments)12. To recognize self as different from, but of equivalent value to, others.

ARE YOU EXACTLY THE SAME AS EVERYONE (ANYONE) ELSE IN THIS CLASSROOM? ARE YOU WORTH MORE, LESS, OR THE SAME AS _____ (name of another pupil or other person)?

Encourage pupils to verbalize the concept that no one person is "better" or "worse" than another: "I'm just as good as you are but no better." "He's different from me but no better or worse than me." Etc.

SELF AND THE ENVIRONMENT1. To differentiate self from the surroundings in the classroom.

POINT TO YOURSELF. SHOW ME (TELL ME) SOME PARTS OF YOU. SHOW ME A CHAIR (TABLE, etc.). IS THE CHAIR (TABLE, etc.) PART OF YOU? SHOW ME SOME OTHER THINGS THAT ARE PART OF YOU. SHOW ME SOME OTHER THINGS THAT ARE PART OF THE CLASSROOM AND ARE NOT PART OF YOU.

2. To differentiate self from the surroundings of the school.

POINT TO YOURSELF. NAME SOME PARTS OF YOU. TELL ME SOME THINGS THAT ARE IN THE SCHOOL. ARE YOU A PART OF THE SCHOOL?

3. To differentiate self from the surroundings of the home.

POINT TO YOURSELF. POINT TO (SHOW ME) SOME PARTS OF YOU. TELL ME SOME THINGS THAT ARE IN YOUR HOME. For each item named, or for an occasional item, ask: IS THE STOVE (TABLE, CHAIR, etc.) PART OF YOU? TELL ME SOME THINGS IN YOUR HOME THAT ARE NOT PART OF YOU. NAME THE PEOPLE IN YOUR HOME. (The most important response here is the pupil's naming of himself as part of his household.)

4. To differentiate self from the family.

WHO ARE THE PEOPLE IN YOUR FAMILY? (Mother, father, brother[s], sister[s], self.) ARE YOU YOUNGER OR OLDER THAN YOUR BROTHERS AND SISTERS? WHAT DO YOU CALL THE PEOPLE IN YOUR FAMILY? (Name of brother or sister, Mom, Dad, etc.)

TEACHER TIPS			
Suggested Activities	Teaching Resources	Teaching Strategies	
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(Abilities and assessments)

TEACHER TIPS			
Suggested Activities	Teaching Resources	Teaching Strategies	
5. <u>To differentiate self from the surroundings of the base community.</u> Take the pupil(s) out into the base community. Point out persons and elements of the base community. WHO IS THAT? WHAT KIND OF PERSON IS THAT? (Use this question when kind of person can be identified easily: MP, guard, PX clerk, etc.) HOW ARE YOU DIFFERENT FROM THE MP (GUARD, etc.)? WHAT IS THAT? HOW ARE YOU DIFFERENT FROM THE PX (BARRACKS, etc.)?			
6. <u>To differentiate self from the surroundings of the host nation community.</u> Follow same format as used in the assessment activity for ability #5 above.			
7. <u>To describe the relationship between self and the elements of the base community.</u> Take the pupil(s) out into the base community. Point to elements of the base community. For each element ask questions such as the following, with the intention of determining how the assessee relates to the element: WHAT IS THAT? WHAT CAN YOU GET THERE? WHAT CAN YOU BUY THERE? WHY WOULD YOU GO THERE? WHY WOULD YOU NOT GO THERE? HOW DO YOU USE THAT? WHAT CAN YOU DO THERE?	p22; 2b p46 p80		
<u>COMMUNICATIONS</u> 1. <u>To describe three major ways of communicating.</u> SUPPOSE YOU WANTED A DRINK OF WATER. SHOW ME THREE WAYS YOU COULD LET ME KNOW YOU WANT A DRINK OF WATER. (Gesturing, telling, writing.)	P 32		p80
2. <u>To recognize the need to communicate effectively.</u> I WANT YOU TO DO SOMETHING, BUT I WILL NOT TELL YOU WHAT TO DO. YOU MUST TRY TO GUESS WHAT I WANT YOU TO DO. NOW, DO WHAT I AM THINKING.	P 38	p25; 51	

(Abilities and assessments)

Wait a few minutes to demonstrate that no student knows what you are thinking.

WHY CAN'T YOU DO WHAT I AM THINKING? CAN YOU TELL WHAT I AM THINKING? WHAT CAN YOU DO TO FIND OUT WHAT I AM THINKING?

3. To recognize the benefits of oral communication.

Place a piece of candy, a piece of fruit, or other tangible item that the pupil would like to have, on a table or desk.

YOU MAY HAVE THIS IF YOU CAN FIGURE OUT A WAY TO GET IT WITHOUT USING YOUR HANDS, OR ANYTHING ELSE TO HELP YOU REACH IT YOURSELF.

Give the candy to the pupil if he/she asks you to reach it for him.

WHY IS IT IMPORTANT THAT YOU BE ABLE TO TALK? (Elicit: to get some of the things I want or need that I cannot get for myself.)

4. To recognize the benefits of written communication.

Bring cereal box tops and/or coupons that indicate that a person can get some toy or other item. (Be certain it is of interest appropriate for the pupil being assessed.) YOU'D YOU LIKE TO HAVE THIS? (Present possibilities until the pupil answers "Yes.") WHAT WILL YOU HAVE TO DO TO GET IT? (Elicit: write for it.)

Ask other questions to elicit responses concerning the benefits of written communication, adjusting your questions to age and interests of assessee. For example:

TELL ME ABOUT SOMETHING ELSE YOU COULD WRITE FOR. HOW COULD YOU GIVE A MESSAGE TO A DEAF PERSON? SUPPOSE YOUR GRANDMOTHER (AUNT, A FRIEND, etc.) IN THE UNITED STATES SENT YOU A PRESENT. HOW COULD YOU THANK HER (HIM) FOR THE PRESENT? SUPPOSE (name a friend or family member at a distance) WAS GOING TO HAVE A BIRTHDAY. WHAT WOULD BE A GOOD WAY TO WISH HIM A HAPPY BIRTHDAY? SUPPOSE YOUR MOTHER ASKED YOU TO GO TO FOODLAND TO GET ONE LOAF OF BREAD, ONE QUART OF MILK, ONE POUND OF COFFEE, ONE DOZEN COOKIES, A BOX OF SALT, AND SOME CHEESE. SHOW ME WHAT YOU COULD DO TO REMEMBER WHAT TO BUY.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
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P 46	p22; 8a, c	p37

(Abilities and assessments)

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
<p>5. <u>To recognize that oral communication can be used as a form of entertainment.</u></p> <p>DO YOU EVER USE TALKING AS FUN? WHEN IS TALKING FUN? (Telling jokes, listening to a singer or a comedian, etc.)</p> <p>6. <u>To determine appropriate times to write and appropriate ways of writing.</u></p> <p>TELL ME ABOUT A TIME WHEN IT WOULD BE HELPFUL FOR YOU TO WRITE A MESSAGE. WHAT KIND OF A MESSAGE WOULD YOU WRITE? (Note, formal letter, list, filling out a form, etc.) TELL ME ABOUT SOME OTHER TIMES WHEN IT WOULD BE HELPFUL TO WRITE A MESSAGE. For each time: WHAT KIND OF A MESSAGE WOULD YOU WRITE?</p> <p>7. <u>To use the telephone to communicate.</u></p> <p>JOHN, PRETEND THAT YOU NEED TO CALL YOUR MOTHER TO ASK HER PERMISSION TO GO ON A FIELD TRIP. USE THIS PHONE, DIAL YOUR NUMBER, TELL HER ABOUT THE TRIP AND ASK HER IF YOU MAY GO. (It is assumed that the pupils have learned their own telephone numbers and know how to dial their numbers. If not, teach the skill before proceeding with these activities.)</p> <p>For secondary students: JOHN, PRETEND YOU ARE CALLING THE WORK-STUDY COORDINATOR TO ASK IF YOU MAY TALK TO HIM ABOUT A JOB.</p> <p>8. <u>To make short speeches on appropriate topics.</u></p> <p>Ask the assessee to talk before the group, giving him instructions as appropriate for his age and interests. For example: TELL US A STORY. TELL US A STORY ABOUT _____ (topic of interest). TELL US ABOUT YOUR BICYCLE RIDE LAST NIGHT (or other recent event). TELL US HOW YOU GET STAMPS FOR YOUR STAMP COLLECTION (or aspect of some other hobby). For younger students, you may want to specify the topic; older students may be able to choose topics.</p>	<p>p22; 8b, f</p> <p>p22; 8c</p> <p>p22; 8e p25; 55</p>	<p>p80</p> <p>p46</p> <p>p80</p> <p>p 87</p>

(Abilities and assessments)SELF AND EMOTIONS

1. To identify the characteristics that are commonly associated with happiness.
TELL ME THE THINGS THAT A PERSON WOULD DO THAT WOULD MAKE YOU THINK HE IS FEELING HAPPY.
2. To identify the characteristics that are commonly associated with unhappiness.
PRETEND YOU SEE SOMEONE WHO IS UNHAPPY. HOW DO YOU KNOW THAT HE FEELS UNHAPPY? WHAT IS HE DOING THAT MAKES YOU THINK HE FEELS UNHAPPY?
3. To identify the characteristics that are commonly associated with fear.
SHOW ME (TELL ME) HOW A PERSON LOOKS WHEN HE IS AFRAID. TELL ME HOW A PERSON FEELS WHEN HE IS AFRAID.
4. To identify the characteristics that are commonly associated with anger.
SHOW ME (TELL ME) HOW A PERSON LOOKS WHEN HE IS ANGRY. TELL ME HOW A PERSON FEELS WHEN HE IS ANGRY.
5. To identify the characteristics that are commonly associated with love.
TELL ME THE THINGS A PERSON DOES TO SHOW HE LOVES SOMEONE.
6. To identify the characteristics that are commonly associated with feelings of dislike.
TELL ME THE THINGS A PERSON USUALLY DOES TO SHOW HE DOESN'T LIKE SOMEONE.
7. To recognize specific situations that cause emotional reactions.

Provide pictures showing situations which might cause emotional reactions. Ask the student to show you the picture which would cause a person to be happy (unhappy, etc.) and to describe it.

TEACHER TIPS		
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P 55		p46 p80
		p46 p80
		p46 p80
		p46 p80
P 59		p46 p80

(Abilities and assessments)

8. To infer that emotional reactions vary in intensity and duration.

DO YOU FEEL THE SAME EVERY TIME YOU ARE TOLD THAT "HE HAS A SURPRISE FOR YOU? (Elicit: No, some surprises are bad.)

DO YOU THINK SOMEONE ELSE (JANIE, etc.) WOULD FEEL THE SAME AS YOU WOULD IF EACH OF YOU WERE GIVEN FIVE DOLLARS AND IF YOU HAD JUST EATEN DINNER AND HE HAD NOT EATEN ALL DAY?

IF YOUR MOTHER SCOLDS BOTH YOU AND YOUR BROTHER (SISTER) DO YOU BOTH FEEL SORRY, ANGRY, OR ASHAMED FOR THE SAME LENGTH OF TIME?

INTERPERSONAL RELATIONSHIPS

1. To identify ways of sharing with others.

TELL ME (SHOW ME) A WAY THAT YOU COULD SHARE YOUR TOYS (BOOKS, etc.) WITH ANOTHER PUPIL.

2. To describe ways of showing consideration for others.

WHAT DOES BEING NICE TO OTHERS MEAN? (Possible responses: not hurting others, not misusing others' belongings, asking permission to "borrow" something, treating others like I would like to be treated.)

3. To recognize and practice good school manners.

JOHNNY (MARY, etc.), SHOW ME (TELL ME) SOME WAYS THAT WE CAN PRACTICE GOOD MANNERS IN SCHOOL.

4. To identify and practice good manners in the home.

Note: This ability may be assessed vicariously, e.g., by asking the pupil's parents. You may ask the pupil how he shows good manners at home, but perhaps your best indicator will be observation of his manners at school.

TEACHER TIPS		
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(Abilities and assessments)

TEACHER TIPS			
Suggested Activities	Teaching Resources	Teaching Strategies	
<p>5. <u>To recognize and practice behavior that is socially acceptable (consider different cultures).</u></p> <p>Note: This ability must be assessed by observation over an extended period of time and you, the teacher, should develop an awareness of the cultural (or subcultural) mores of the particular culture (or subculture) of which the assessee is a member.</p>	p22; 2d, e p23; 15, 26	p80	
<p>6. <u>To recognize undesirable behavior.</u></p> <p>Set up a series of pictures showing desirable and undesirable behaviors (appropriate to culture).</p> <p>SHOW ME THE PICTURES OF PEOPLE ACTING IN UNDESIRABLE (BAD) WAYS.</p>	p23; 26	p78; 4 p80	
<p>7. <u>To sort desirable and undesirable behavior.</u></p> <p>Present a list of behaviors some of which are clearly desirable and others clearly undesirable, and some which may fall in either category when one considers different cultures. Ask the pupil to sort each behavior in either the desirable or the undesirable category. Do not be judgmental, rather ask the reason(s) the pupil placed the behaviors in the columns that he did. If he has a logical reason for his classification structure, accept it.</p>	p22; 2d, e p23; 26		
<p>8. <u>To predict consequences when consideration for others is not shown.</u></p> <p>Read a part of the story "The New Boy" (enclosed in the Suggested Teaching Activities).</p> <p>HOW DOES SCOTT SHOW THAT HE IS NOT CONSIDERATE OF PEOPLE? WHAT DOES BEING CONSIDERATE MEAN? (Possible responses: be polite to people, listen to them, stand, offer a seat, etc.) WHAT WILL HAPPEN IF SCOTT KEEPS ACTING LIKE THIS? (Possible responses: people won't like him, classmates won't play with him, etc.)</p>		p80	P 68
<p>9. <u>To evaluate "socially acceptable behavior" in specific situations (e.g., when shopping at the PX, when waiting at the airport, when working in the classroom).</u></p> <p>This ability must be assessed over an extended period of time. As occasions arise, observe how the assessee responds to specific situations. Role-playing will be a useful strategy. Set up role-play</p>	p22; 2d, e p23; 26	p78; 4	

(Abilities and assessments)

situations in which the main player uses unacceptable behavior.

TELL ME THE THINGS THAT _____ (name of student) DID THAT YOU THINK WERE NOT "RIGHT."

SELF-ASSISTANCE (abiding by rules and regulations and by seeking appropriate aid)

1. To recognize the need for rules and to help develop rules for the class.

Present a picture of a classroom in chaotic disarray.

WHAT NEEDS TO BE DONE SO THAT THE STUDENTS IN THIS CLASSROOM CAN ENJOY BEING IN THE CLASSROOM? HOW COULD THIS BE DONE (RULES BE MADE) SO THAT EVERYONE IN THE CLASSROOM COULD HELP? IF EVERYBODY HELPED WOULD EVERYONE WANT TO LIVE BY THE RULES?

2. To infer that school rules help us to get along together.

WHY DO YOU THINK WE NEED SCHOOL RULES TO HELP US?

3. To identify the rules that help us while going to and from school.

WHAT ARE SOME OF THE THINGS WE SHOULD DO WHILE RIDING ON A SCHOOL BUS (WALKING TO SCHOOL)? STATE THE RULES THAT HELP US WHILE GOING TO AND FROM SCHOOL.

4. To infer that traffic rules help us to prevent accidents on the highways.

WHY DO WE NEED LAWS TO HELP US PREVENT ACCIDENTS ON THE HIGHWAYS?

5. To infer that laws help us to live safely.

WHY DO GROUPS OF PEOPLE MAKE LAWS FOR THEMSELVES TO LIVE BY?

6. To infer that laws and rules are enacted by a group of people like our parents (or ourselves).

HOW ARE THE PEOPLE WHO MAKE LAWS LIKE YOU AND ME? HOW ARE PEOPLE WHO MAKE LAWS DIFFERENT FROM YOU AND ME?

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
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	p22; 7 p23; 9	
		p78; 4

(Abilities and assessments.)

7. To infer that law-enforcement officers are people who help us abide by the laws.
WHAT IS THE JOB ON AN MP OR POLIZEI (name for law-enforcement officer in host nation)? WHY ARE SOME MEN MP'S IN THE ARMY? WHY DOES THE HOST NATION COMMUNITY HIRE MEN TO BE POLICEMEN?
8. To identify people who provide aid.
SUPPOSE THAT YOU NEEDED SOME HELP (specify kind of help needed). WHAT KIND OF PERSON COULD YOU ASK TO HELP YOU?
9. To recognize ways of securing aid.
Show several pairs of pictures. In each pair, have one picture that shows a person in need of help and another picture that shows the same person receiving help.
SHOW ME THE PERSON WHO NEEDS HELP. SHOW ME THE PERSON WHO IS GETTING HELP. TELL ME HOW YOU GET HELP WHEN YOU NEED IT.
10. To recognize that protection is provided by others.
SUPPOSE A GANG OF KIDS WERE TRYING TO HURT YOU. YOU WANT SOMEONE TO PROTECT YOU. WHAT KIND OF PERSON SHOULD YOU LOOK FOR TO PROTECT YOU? WHAT OTHER KINDS OF PEOPLE COULD HELP PROTECT YOU OR YOUR FRIENDS (FAMILY, etc.)?
11. To infer that supervision over self is exercised by self and others.
WHAT DO YOU DO TO KEEP YOURSELF FROM GETTING TOO FAT (FROM BEING TIRED, FROM FIGHTING, etc.)? (Adjust area of control to assessee.) WHO TELLS YOU TO EAT LESS (EXERCISE MORE, TALK LESS, etc.)? DO YOU TELL YOURSELF TO EAT LESS (NOT HIT OTHERS, STAND UP STRAIGHT, etc.)? WHAT ARE SOME OTHER THINGS THAT YOU HAVE TO TELL YOURSELF TO DO? WHAT OTHER PEOPLE TELL YOU WHAT TO DO? (Mother, father, teacher, etc.) WHAT ARE SOME THINGS THAT YOUR MOTHER (FATHER, etc.) SAYS YOU MUST DO (NOT DO)? WHY DOES SHE (HE) TELL YOU TO DO THAT? (Elicit: for my own good, to get things done, to help others, etc.)

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
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(Abilities and assessments)

TRAVELING

1. To identify various ways of traveling and moving about.

NAME SOME WAYS THAT YOU CAN GET FROM HERE TO _____ (name a familiar location from one to five miles away). NAME SOME WAYS YOU COULD GET FROM HERE TO _____ (name a familiar location, such as the pupil's hometown).

2. To travel around the base and host nation communities.

JOHN, TELL ME HOW TO GET TO THE PX (YOUR HOUSE, THE HOSPITAL, THE INFIRMARY) FROM HERE. (Use a reference point that would require use of bus, strassenbahn, U-Bahn, or any means of travel other than walking.)

3. To travel away from home.

Have the pupils role-play a trip to another city (at least 10 miles away).

SHOW WHAT KIND OF TRANSPORTATION YOU WOULD USE (e.g., bus, train, boat, airplane) AND HOW YOU WOULD GET TO THE BUS STATION (AIRPORT, DOCK, etc.).

Include other questions such as where to buy tickets, where to start, etc.

4. To arrange for accommodations away from home.

Note: Assess each pupil by having him/her role-play entering a hotel (Gasthaus, pension, motel, etc.) and procuring a room for himself. Then have him/her role-play entering a restaurant and ordering a meal.

5. To use appropriate behavior away from home.

Note: Through discussion and/or role-playing you can assess whether or not the pupil knows acceptable ways of presenting himself when in an unfamiliar environment. Point out the advantages that the pupil may gain by behaving appropriately (e.g., increase the likelihood that people will help him if needed, he will appear less conspicuous, etc.)

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
P 90		p77; 1 p80
		p77; 1 p80
		p80
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(Abilities and assessments)

6. To identify safety precautions to be used away from home.
WHAT ARE THE THINGS THAT YOU NEED TO DO TO BE SAFE WHEN YOU ARE AWAY FROM HOME?
7. To name some ways that money helps travelers.
WHAT DO YOU NEED MONEY FOR WHEN YOU TRAVEL?

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
		p77; 1 p80 p40

SELF-AWARENESS

Ability and Assessment:

3. To state his/her own age.

HOW OLD ARE YOU?

Content-Development Activities:

- (1) If possible, have the pupil bring from home a series of pictures of himself that approximate first, second, third, etc. birthdays. If procurement of each picture is impossible, substitute available pictures representing various years. Snapshots that show his entire body are preferable.

Place each picture on a sheet of paper on which you have also placed a drawing or picture of a birthday cake with a number of candles representing his age as depicted in each picture for year, i.e., 1,2,etc. Have the pupil look at each picture and say, with as much assistance from you as is necessary until he can do it alone, "When I was this big, I was 1 year old," etc. When he reaches his present age, have him say, "Now, I am this big and I am _____ years old."

Task Analysis

Process

Cognition

In: visual nonverbal perceptual
Out: vocal verbal recognition

- (2) Use the same pictures of pupils and cakes as in activity (1) above, but place them in two random piles, one of pictures of the pupil and one of pictures (or drawings) of birthday cakes.

PUT THE PICTURE OF THE BIRTHDAY CAKE WITH ONE CANDLE BESIDE THE PICTURE OF YOU WHEN YOU WERE ONE YEAR OLD. PUT THE PICTURE OF THE BIRTHDAY CAKE WITH TWO CANDLES BESIDE THE PICTURE OF YOU WHEN YOU WERE TWO YEARS OLD . . . PUT THE PICTURE OF THE BIRTHDAY CAKE WITH _____ (his present age) AGAINST YOUR CHEST. NOW COUNT THE NUMBER OF CANDLES AND TELL ME HOW OLD YOU ARE.

- (3) Play the following game: I WILL CALL YOUR NAME. IF YOU TELL ME YOUR AGE, I WILL GIVE YOU A PIECE OF CANDY (PIECE OF FRUIT, etc.).

- (4) TELL ME SOME OF THE THINGS YOU COULD DO WHEN YOU WERE _____ YEARS OLD. TELL ME SOME OF THE THINGS YOU CAN DO NOW THAT YOU COULD NOT DO THEN.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p29
	p29

(Self-awareness)

Reinforcement Activities:

- (1) Have birthday parties in your classroom for each of your pupils as his/her birthday anniversary occurs. Emphasize how old he/she is on this birthday anniversary and how his age changes with every birthday.
- (2) Repeat content-development activity (1) as often as you feel is necessary to aid your pupils in learning the skill.

TEACHER TIPS		
Teaching Resources	Teaching Strategies	

(Self-awareness)

Ability and Assessment:

4. To state his/her sex.

ARE YOU A BOY? ARE YOU A GIRL? HOW TELL ME, ARE YOU A BOY OR A GIRL?

For slightly older pupils, add: WHEN YOU GROW UP WILL YOU BE A MAN? WHEN YOU GROW UP WILL YOU BE A WOMAN?

Content-Development Activities:

(1) Make an experience chart list (using pictures rather than words, if necessary) of the responses of your class to a question like: HOW DO YOU TELL A BOY FROM A GIRL (A WOMAN FROM A MAN, A FEMALE FROM A MALE)?

(2) Discuss the experience chart list made in content-development activity (1) above.

LOOK AT THIS LIST. IT TELLS ABOUT BOYS. (Point to one item at a time.) DOES THIS TELL ABOUT BOYS ONLY? (IS THIS SOMETHING ONLY BOYS DO?) DO ALL OF THE THINGS ON OUR LIST TELL ONLY ABOUT BOYS?

Repeat the series of questions for girls.

(3) Take a field trip to some location at which one is likely to see long-haired males, females working, females wearing slacks, men working with small children. Point out discrepancies between the experience chart list made in (1) above and what the pupils see on the field trip. Upon return to the classroom, remove the inappropriate items from the experience chart lists and discuss the reason for each removal.

(4) WHAT IS THE ONLY WAY YOU CAN BE ABSOLUTELY POSITIVE WHETHER A PERSON IS A BOY OR A GIRL? (See Part II, Science section, Human Body subsection, abilities #26 and #27.)

(5) ARE YOU A BOY OR A GIRL? HOW DO YOU KNOW? (I have a penis or I have a vagina.)

Accept any term that identifies the organ.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p40

(Self-awareness)

Reinforcement Activities:

- (1) Periodically, ask those pupils who have difficulty stating their sex to tell you their sex. If they respond incorrectly, tell them and repeat the question.
- (2) Divide the class frequently for games in groups of boys and girls, emphasizing which group is boys and which group is girls.

TEACHER TIPS		
Teaching Resources	Teaching Strategies	

(Self-awareness)

Ability and Assessment:

11. To identify the similarities in people which are independent of differences.

TELL ME SOME WAYS THAT JOE (SUZY, etc.) IS JUST LIKE EVERYONE ELSE IN OUR CLASS.

Content-Development Activities:

- (1) Ask questions such as the following: DO ALL OF US HAVE EYES, EARS, etc.? IS OUR BLOOD THE SAME COLOR? WHAT COLOR IS IT? HOW MANY OF YOU SLEEP AT NIGHT? HOW MANY OF YOU EAT FOOD? HOW MANY OF YOU GO TO THE BATHROOM MORE THAN ONCE EACH DAY? ALL OF YOU HAVE SHOWN THAT YOU DO ALL OF THESE THINGS. THIS SHOWS US SOME OF THE WAYS WE ARE ALL ALIKE. TELL ME OTHER WAYS WE ARE ALIKE.
- (2) HOW MANY OF YOU LIKE TO GO TO THE ZOO? HOW MANY OF YOU LIKE ICE CREAM? HOW MANY OF YOU LIKE CANDY? HOW MANY OF YOU LIKE PUPPIES AND KITTENS? HERE ARE SOME MORE THINGS THAT YOU ALL (ALMOST ALL) LIKE TO HAVE OR DO. SO YOU SEE HERE ARE MORE WAYS WE ARE ALIKE.
- (3) HERE ARE SOME MAGAZINES (COMIC BOOKS). FIND AND CUT OUT ONE OR TWO PICTURES SHOWING SOMETHING YOU LIKE TO DO.

If possible, use copies of the same magazine or comic book.

Task Analysis	
Process	Cognition
In: visual nonverbal	conceptual
Out: motor nonverbal	recall

- (4) Use the same pictures as in activity (3) above. Divide the class into two or three groups. Ask the groups to look at each others' pictures and find things that two or more of the group members like to do.

MARY, NAME SOME THINGS IN THE PICTURES THAT YOU AND OTHERS IN YOUR GROUP LIKE TO DO.

Continue until all members of all groups have had an opportunity to respond. Make an experience chart of the similarities of choices. Have pupils "read" the words or sentences.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p23; 10, 25 p25; 28 p26; 58	
	p46

(Self-awareness)

- (5) Point out similarities you see between two pupils such as a black boy and a white boy, a boy and a girl, a general's daughter and a private's son, etc. Discuss the fact that each pair depicted has more similarities than differences.

Reinforcement Activities:

- (1) After a playground activity, tell the pupils of instances when you saw them playing happily together-- anything from jump-rope to basketball--and point out that they can enjoy the same kind of fun regardless of their differences.
- (2) After a trip to the zoo, shopping center, etc., ask each pupil what he liked best. Point out the similarities mentioned.
- (3) Review the content-development activities above as appropriate for your pupil(s).

TEACHER TIPS		
Teaching Resources	Teaching Strategies	

(Self-awareness)Ability and Assessment:

12. To recognize self as different from, but of equivalent value to, others.

ARE YOU EXACTLY THE SAME AS EVERYONE (ANYONE) ELSE IN THIS CLASSROOM? ARE YOU WORTH MORE, LESS, OR THE SAME AS _____ (name of another pupil or other person)?

Encourage pupils to verbalize the concept that no one person is "better" or "worse" than another: "I'm just as good as you are but no better." "He's different from me but no better or worse than me." Etc.

Content-Development Activities:

- (1) Review activities in preceding ability #11.
- (2) WE HAVE DECIDED THAT WE ARE MORE ALIKE THAN WE ARE DIFFERENT. WE ARE DIFFERENT, HOWEVER. LET'S LIST ALL THE THINGS THAT OTHER PEOPLE LIKE OR DO THAT WE ADMIRE. (Make a list on the chalkboard or on an experience chart.)
- (3) Using the list accumulated in activity (2) above, discuss the concept that a particular trait (thing a person is, does, or likes) does not make him better nor worse than anyone else; it just shows that he is different. (Excellent references for this ability are Teacher and Child by Haim Ginott and I'm OK, You're OK by Thomas A. Harris.)

Note: Closely correlate the introduction of your pupils to this ability with all of the abilities in the Interpersonal Relationships subsection.

- (4) Discuss what makes one feel worthwhile. Help the pupils recognize the things that make them feel good and the things that make them feel better than someone else. (See I'm OK, You're OK by Thomas A. Harris; Dealing with Causes of Behavior from Lakewood City Public School System, 1470 Warren Road, Lakewood, Ohio 44170; Educational Implications of Self-Concept Theory by Wallace LaBenne and Bert Greene; Self-Enhancing Education by Norma Randolph and William Howe.)

Reinforcement Activities:

- (1) Point out the good things you see your pupils doing and emphasize that doing good things for other people makes the "doer" a valuable person to the receiver.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p22; 3	
p23; 12, 24	
p24; 28	
p25; 53	
	p40

(Self-awareness)

- (2) Give responsible jobs to pupils who do not show self-confidence to show them that you have confidence in them. Do not give them "baby" jobs which are below their abilities. Do not give them something too difficult at which they may fail.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

SELF AND THE ENVIRONMENT

Ability and Assessment:

1. To differentiate self from the surroundings in the classroom.*

POINT TO YOURSELF. SHOW ME (TELL ME) SOME PARTS OF YOU. SHOW ME A CHAIR (TABLE, etc.) IS THE CHAIR (TABLE, etc.) PART OF YOU? SHOW ME SOME OTHER THINGS THAT ARE PART OF YOU. SHOW ME SOME OTHER THINGS THAT ARE PART OF THE CLASSROOM AND ARE NOT PART OF YOU.

Content-Development Activities:

- (1) Show a picture of the classroom. Small group work will enable each pupil to see the picture clearly and to respond more frequently.

WHAT IS THIS PICTURE ABOUT? WHO ARE THE PEOPLE IN THE CLASS? HOW MANY ARE IN THE CLASS? WHAT IS EACH GROUP DOING? (Discuss what each group is doing.) WHAT IS THIS GIRL DOING? POINT TO THE BOY AND THE GIRL NEAR THE RABBIT. POINT TO THE TEACHER. POINT TO THE BOYS NEAR THE TEACHER. LOOK AT THE PICTURE OF THE BOY LYING ON THE FLOOR. FIND YOURSELF IN THE PICTURE. WHAT WERE YOU DOING WHEN THIS PICTURE WAS TAKEN?

Continue with other exercises using the picture as a stimulus. Do not present all these activities in one lesson. The stimulus picture may be used for short periods of time over a period of days or weeks.

- (2) Plan to make a diorama. Using an empty box, draw windows, doors, shades on the box before presenting it to the pupils. Show pupils the box.

LET'S MAKE THIS BOX LOOK LIKE OUR CLASSROOM. LOOK AROUND THE ROOM AND TELL ME WHAT WE NEED TO ADD TO THE BOX TO MAKE IT LOOK LIKE OUR ROOM.

The teacher and pupils should collect materials to build the diorama. Furniture models can be "dollhouse furniture" or can be made by students from construction paper, wood, etc. Use questions such as the following to initiate discussion:

JOHN, WHERE DO YOU HANG YOUR COAT IN THE MODEL OF OUR CLASSROOM? MARY, WHERE DO YOU SIT? TOM, WHERE ARE YOUR BOOKS? SUE, WHERE DO YOU PLACE YOUR DESK SO THAT YOU CAN SEE THE BOARD, HAVE ENOUGH LIGHT, etc.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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	p29

*Adapted from Social Learning Curriculum for the Educable Mentally Retarded, Yeshiva University, New York, New York. Phase 2

(Self and the environment)

Each aspect of the placement of furniture should be discussed to help students develop a sense of relationship between self and objects.

- (3) Make labels for the various objects and name tags on 3x9 cards. Have pupils attach cards to their own belongings.

Ask individual pupils to point to the objects and read the labels.

Task Analysis	
Process	Cognition

In: visual verbal	perceptual
Out: motor nonverbal	recognition
	vocal verbal

- (4) NOW, I WANT EVERYONE TO LOOK AT YOUR DESK. LISTEN AND DO WHAT I TELL YOU: HOLD UP YOUR BOOK(S). HOLD UP YOUR PENCIL. HOLD UP YOUR CRAYON. Etc.

STAN, WHAT DO YOU KEEP IN YOUR DESK? SUE, WHAT DO YOU USE TO DRAW PICTURES? NAME SOME THINGS IN THIS ROOM THAT BELONG TO SOMEONE ELSE. WHO CAN TELL ME WHAT THINGS IN THE ROOM BELONG TO ME (THE TEACHER)? WHO CAN TELL ME WHAT THINGS IN OUR ROOM BELONG TO THE SCHOOL?

- (5) Have each pupil print or trace name labels for his things. Examples:

Print

Sue

Trace

Johnny

Reinforcement Activities:

- (1) Ask each pupil to draw something in the classroom that belongs to him and label it for his MYSELF booklet.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p31

(Self and the environment)

(2) Present worksheets.

COLOR THE PICTURES ON THIS SHEET OF PAPER. CIRCLE THE THINGS THAT MIGHT BELONG TO YOU.

(3) Hold up a label in front of the class. Read the label and ask a pupil to attach it to the correct object and explain what it is and why it is in the classroom, e.g., "This is a filing cabinet. It is used by the teacher. It belongs to the school." Continue with this procedure for other items in the classroom, some of which belong to the pupil.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p46 p31

(Self and the environment)

Ability and Assessment:

2. To differentiate self from the surroundings of the school.

POINT TO YOURSELF. NAME SOME PARTS OF YOU. TELL ME SOME THINGS THAT ARE IN THE SCHOOL. ARE YOU A PART OF THE SCHOOL?

Content-Development Activities:

- (1) Mount a stimulus picture of a school building on a large piece of oaktag, on a transparency, or project a slide. Ask the following questions:

WHAT DO YOU SEE IN THIS PICTURE? POINT TO THE FLAG, THE SANDBOX, THE SCHOOL BUILDING, etc. WHO USES THIS BUILDING? WHO USES THE PLAYGROUND? DOES OUR SCHOOL LOOK LIKE THE ONE IN THE PICTURE? HOW IS IT THE SAME? HOW IS IT DIFFERENT?

- (2) Take the pupils on a walk through the school building.

WHEN WE COME BACK FROM OUR TOUR, I'M GOING TO ASK YOU SOME QUESTIONS. WE WILL SEE MANY DIFFERENT KINDS OF ROOMS. SEE HOW MANY YOU CAN REMEMBER.

Ask pupils to identify rooms as the pupils walk around. If they cannot, you should provide the identification. For example:

THIS IS THE GIRL'S (BOY'S) ROOM. THIS IS THE THIRD GRADE ROOM; MISS BROWN TEACHES HERE. THIS IS THE HEALTH ROOM. THIS IS THE PRINCIPAL'S OFFICE; MR. SMITH IS THE PRINCIPAL.

After returning to the classroom, discuss various functions of these rooms.

DO YOU EVER VISIT THESE ROOMS (OR PEOPLE)?

- (3) Develop an experience chart of four or five sentences using pictures, depicting the physical characteristics of the school.

WHAT CAN YOU TELL ME ABOUT YOUR SCHOOL BUILDING? WHERE ARE YOU IN THE PICTURE? ARE YOU A PART OF THE SCHOOL BUILDING?

Ibid.

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Teaching Resources	Teaching Strategies
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	p29
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(Self and the environment)

Example:

OUR SCHOOL

My school building is gray.
I am standing in front (beside) of the building.
It is made of cement blocks.
We have a chimney on our building.
The flag is in front of the building.

- (4) Have the pupils copy the experience chart for inclusion in their MYSELF booklets.
- (5) Have pupils read the chart in unison. Ask for volunteers to "read" one sentence at a time.
- (6) Have pupils write (print) one sentence from the experience chart and draw a corresponding picture on the page or on an adjoining page. For example:

MY SCHOOL IS GRAY
(Picture)

- (7) Develop experience charts about My School. Have each pupil "read" and place one in his MYSELF booklet.

Note: Since these activities include a large number of items and concepts, divide them into separate discussions over several days or weeks.

Reinforcement Activities:

- (1) Play games in which the pupils must identify various building parts.

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Teaching Resources	Teaching Strategies
	p40 p63 p78; 3

(Self and the environment)

- (2) Have pupils draw maps of the building with the locations and names of rooms in the building.
Have pupils direct (using their maps) someone (teacher or aide) to various locations in the building.
With his classroom as the starting point, have each pupil label his own classroom with his name.

Repeat assessment activity.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Self and the environment)Ability and Assessment:4. To differentiate self from the family.

WHO ARE THE PEOPLE IN YOUR FAMILY? (Mother, father, brother[s], sister[s], self.) ARE YOU YOUNGER OR OLDER THAN YOUR BROTHERS AND SISTERS? WHAT DO YOU CALL THEM? (Name of brother or sister, Mom, Dad, etc.)

Content-Development Activities:(1) Present a picture of a family group.

THIS IS A PICTURE OF A FAMILY. LOOK AT THE PICTURE AND TELL ME WHAT YOU SEE IN THE PICTURE. NOW, WHO ARE THESE PEOPLE? (Mother, father, daughter, son, etc.) HOW MANY CHILDREN ARE THERE? DO YOU HAVE A PICTURE OF YOUR FAMILY? BRING IT WITH YOU TOMORROW.

(2) Present photographs of families the pupils have brought to school

POINT TO YOUR PICTURE, JOHNNY. POINT TO YOUR MOTHER'S PICTURE. IS THIS YOUR BABY BROTHER? DO YOU KNOW HOW OLD HE IS? IS HE YOUNGER OR OLDER THAN YOU? Etc.

(3) Initiate discussion around activities of different family members. Examples:

WHAT DOES YOUR MOTHER DO? WHAT DOES YOUR FATHER DO IN THE SERVICE? WHAT DO YOU DO TO HELP YOUR MOTHER? YOUR FATHER? WHAT GAMES DO YOU PLAY AFTER SCHOOL? DO MEMBERS OF YOUR FAMILY PLAY WITH YOU?

Note: Use hand puppets to ask and answer some of the above questions (teacher or aide and pupils).

Task Analysis	
Process	Cognition
In: auditory verbal	perceptual
Out: vocal verbal	recall

(4) Read or tell the pupils a story about a family. Ask questions about the story such as:

WHAT PART OF THE STORY DID YOU LIKE, JOHNNY? WHY? IS THERE SOMEONE IN THE STORY ABOUT YOUR AGE? DO YOU LIKE TO DO SOME OF THE THINGS THAT FRED DID IN THE STORY?

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Teaching Resources	Teaching Strategies
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	p31 p63

(Self and the environment)

- (5) Read or have pupils who can read from the text: Our Working World--Families at Work.
- (6) Play record: Families at Work. Ask pupils to listen for various facts in the record story.
- (7) WHAT ARE SOME OF THE THINGS YOU DO WITH YOUR FAMILY? (Elicit: go to movies, visit friends, play cards, etc.) WHAT THINGS DO YOU LIKE TO DO WITH YOUR FAMILY? WHY? WHAT THINGS DO YOU NOT LIKE TO DO WITH YOUR FAMILY? WHY? (E.g., chores.)

Reinforcement Activities:

- (1) Develop an experience chart on family games. Have pupils copy parts applying to themselves and fill in where applicable.
- (2) Have pupils complete a sheet for the MYSELF booklet.

Example:

There are _____ members of my family.

- My mother
- My dad
- My sister (name)
- My brother (name)

- (3) Have the pupils pantomime members of the family doing different kinds of jobs (sweeping, washing dishes, carrying out trash, etc.).
- (4) Role-play a family situation.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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COMMUNICATIONSAbility and Assessment:1. To describe three major ways of communicating.

SUPPOSE YOU WANTED A DRINK OF WATER. SHOW ME THREE WAYS YOU COULD LET ME KNOW YOU WANT A DRINK OF WATER. (Gesturing, telling, writing.)

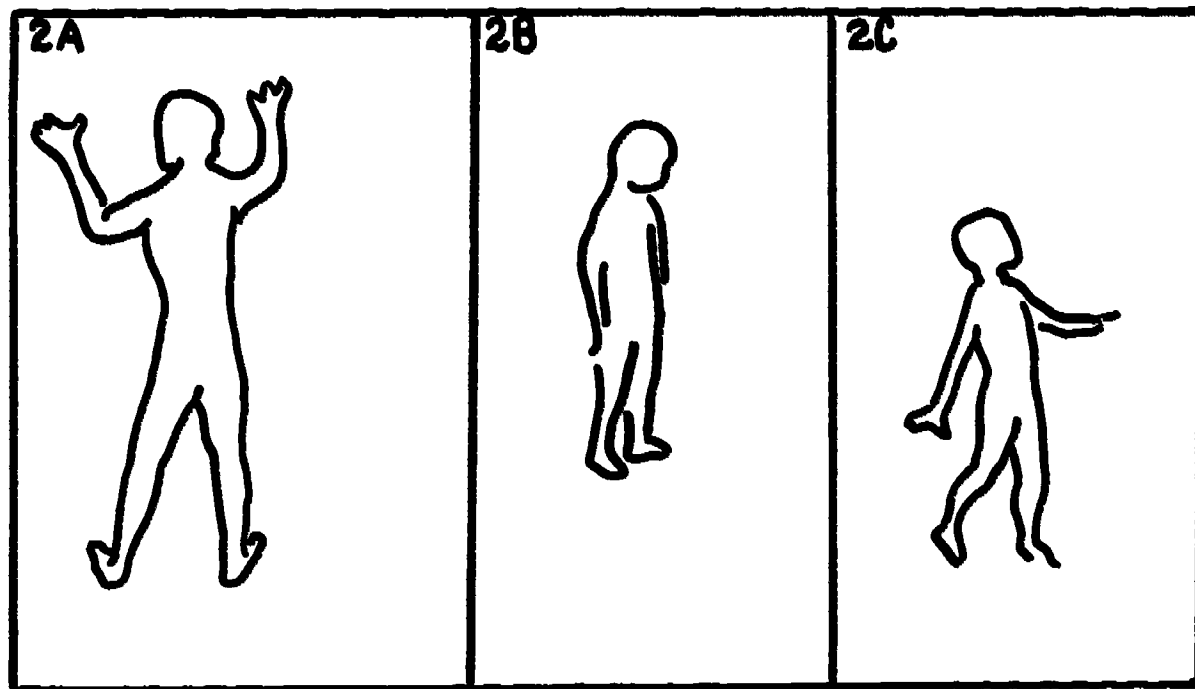
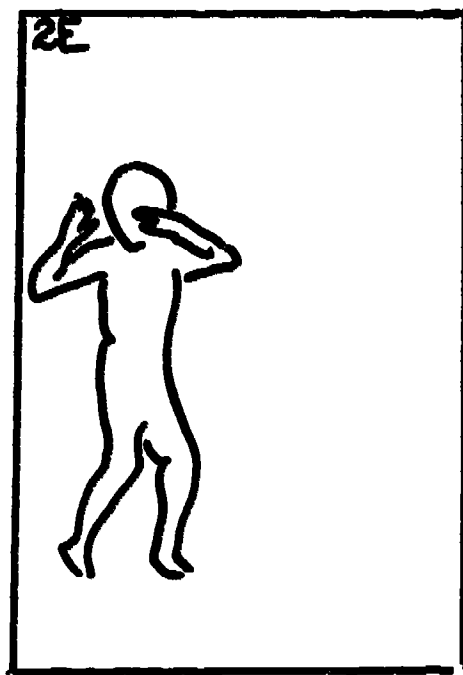
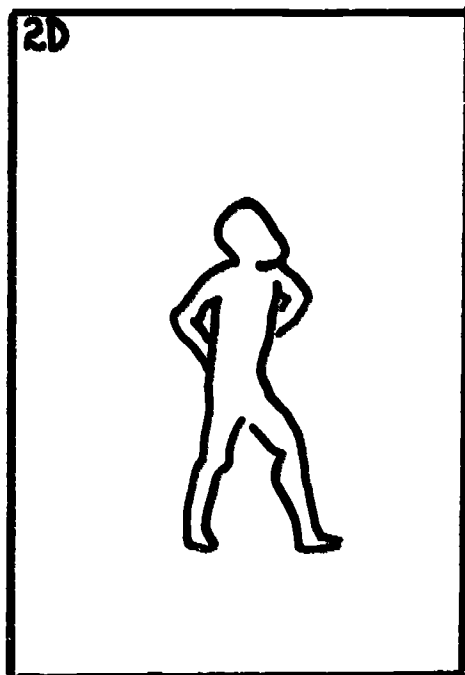
Content-Development Activities*:

- (1) HERE IS A PICTURE OF A PERSON. WE CANNOT SEE HIS FACE, BUT WE CAN SEE HOW HE IS STANDING. CAN YOU MAKE YOUR BODY STAND LIKE THIS? . . . LOOK AT YOURSELF IN THE LARGE MIRROR. WHEN YOU ARE STANDING LIKE THIS, HOW ARE YOU USUALLY FEELING?
- (2) Show large silhouettes or transparencies (2A-2E below). Ask the pupils to develop a situation around one of the figures. Present it as a written story, a skit, a diorama, or a picture.
Stick figures made of paper, sticks, or clay may be substituted for the silhouettes. No facial features should be visible.
- (3) Using a Polaroid camera, if available, take candid pictures of the pupils or other familiar persons. Have the pupils try to determine the person's mood by his posture.

Task Analysis	
Process	Cognition
In: visual nonverbal	conceptual
Out: vocal verbal	awareness
- (4) LET'S IMAGINE WE ARE AT THE OKTOBERFEST. THERE ARE MANY PEOPLE WALKING, RIDING BICYCLES, AND DRIVING IN CARS. ONE OF YOU WILL BE A POLICEMAN WHO IS TRYING TO DIRECT THE TRAFFIC AND THE PEDESTRIANS. (A policeman is appointed, along with bike riders, car drivers, and pedestrians. Roads and sidewalks are designated.) NOW LET'S SEE IF OUR POLICEMAN CAN SHOW US WHEN TO STOP AND WHEN TO GO. WHAT CAN HE DO WITH HIS HANDS TO SHOW US? Develop the understanding of common traffic control gestures such as stop and go. Use a large area such as a gym or playground. The policeman may wish to use a whistle to call attention to change of directions.

*Content-Development Activities (1)-(6) were submitted by M.A. Ingalls, Teacher, Augsburg American Elementary, Augsburg, Germany.

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Teaching Resources	Teaching Strategies
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(Communications)

- (5) Take turns playing the role of a stranger in a foreign land. Have "natives" try to guess what the stranger is trying to tell them, using only gestures. Have them mime requests for basic needs-- food, drink, warmth, medical aid.
- (6) Set up a play store. One pupil can be a clerk who doesn't understand English. Have others try to communicate needs for clothes, food, tools, etc., ("Too big." "Too short." "That one." "Not enough.") using only gestures.
- (7) Divide the class into pairs. Give each pupil a message, e.g., "I want to hang up my coat."
- FIRST TRY TO SEND THIS MESSAGE TO YOUR PARTNER WITHOUT SAYING OR WRITING THE MESSAGE. TRY THIS FOR A MINUTE OR TWO. THEN SAY THE MESSAGE TO YOUR PARTNER AND, FINALLY, WRITE THE MESSAGE AS A NOTE (if he can write it).
- After the class has finished, say: WHICH MESSAGE DID YOU LIKE THE BEST? WHY? WHICH WAY WAS THE EASIEST? WHY? WHICH MESSAGE WAS THE HARDEST? WHY?
- (8) Ask the pupils what activities they like best. Divide the class into small groups and assign an activity topic to each group. If a group of boys likes baseball, for example, assign baseball as a topic. Have each of the groups prepare a short act on the topic for the class to be pantomimed, presented orally, and written.
- (9) Each group above presents the pantomimed act first.
- WHAT HAPPENED IN THE ACT?
- After five minutes of guessing, have the group read orally the dialogue and then give copies to the class to read. Compare the presentations.
- WHAT DID YOU HEAR THIS TIME THAT YOU DID NOT KNOW WHEN JOHN'S GROUP ACTED THE FIRST TIME? DID HEARING THE ACT HELP? DID IT HELP TO READ ABOUT WHAT YOU SAW? Ask the performers: WAS IT DIFFICULT TO ACT WITHOUT SAYING ANYTHING? WHY? DO YOU THINK IT WOULD HAVE BEEN BETTER TO MOVE AND GESTURE WHILE YOU READ THE ACT? WHY? DO YOU THINK THAT MOVING, GESTURING, AND READING THE ACT ALOUD WOULD BE BETTER THAN JUST LETTING THE CLASS READ YOUR ACT? WHY?

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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	p80
	p80

(Communications)

- (10) WHAT DIFFERENT KINDS OF COMMUNICATION ARE THERE ON TELEVISION? (Listening to people, watching people act, reading signs, announcements, etc.) WHAT DIFFERENT KINDS OF COMMUNICATION ARE THERE ON RADIO? (Listening to people only.) WHAT DIFFERENT KINDS OF COMMUNICATION ARE THERE IN THE NEWSPAPER? (Looking at gestures of people in pictures, reading news, ads and announcements, etc.)

Compare the kinds of communication involved in television, radio, and newspaper.

WOULD YOU RATHER WATCH TV, LISTEN TO THE RADIO, OR READ THE NEWSPAPER? WHY?

Reinforcement Activities*:

- (1) Play charades.
- (2) Pantomime different tasks or situations.
- (3) Try shadow play.
- (4) Do the following activity: LOOK AT THE WAY I AM MOVING MY HANDS. WHAT AM I TRYING TO TELL YOU WITH MY HANDS?

Make gestures indicating:

- (a) Come
- (b) Stop
- (c) No. Don't do that.
- (d) Give me
- (e) Go back (away).

See examples following.

*All Reinforcement Activities were submitted by M.A. Ingalls, Augsburg American Elementary.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p80

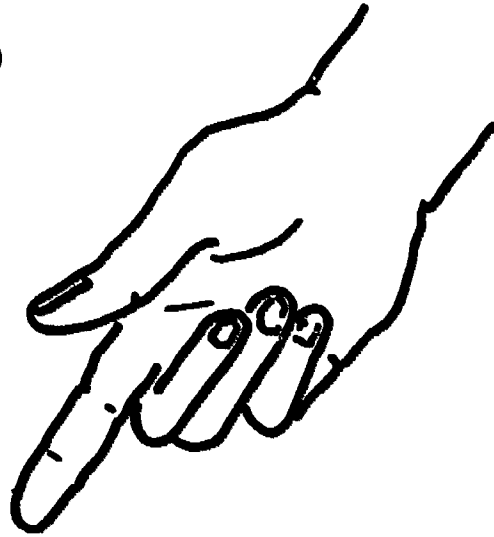
a. Come.



b. Stop.



c. No. Don't do that.



d. Give me...



e. Go back
(away).



(Communications)

- (5) Collect pictures from magazines, etc., of faces showing various facial expressions. Sort and arrange them in a scrap book or on a collage. You might also mount them on large index cards and use them for story-telling, matching, etc.
- (6) Make larger-than-life clown heads from balloons or papier-mache. Illustrate how grossly exaggerated features emphasize sorrow, joy, etc.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Communications)

Ability and Assessment:

2. To recognize the need to communicate effectively.*

I WANT YOU TO DO SOMETHING. BUT I WILL NOT TELL YOU WANT TO DO. YOU MUST TRY TO GUESS WHAT I WANT YOU TO DO. NOW, DO WHAT I AM THINKING.

Wait a few minutes to demonstrate that no student knows what you are thinking.

WHY CAN'T YOU DO WHAT I AM THINKING? CAN YOU TELL WHAT I AM THINKING? WHAT CAN YOU DO TO FIND OUT WHAT I AM THINKING?

Content-Development Activities**:

- (1) WHO WOULD LIKE TO GET READY TO LEAVE THE ROOM? (Choose one person to leave.) YOU CAN LEAVE ONLY IF YOU DO EVERYTHING I WANT YOU TO DO. GET READY TO LEAVE. (Wait a few minutes and point out a few things that the pupil did not do.)
- WHY DIDN'T YOU DO EVERYTHING THAT I WANTED? (Probable response: I didn't know what you wanted me to do.) WHAT DID YOU NEED TO KNOW? HOW COULD YOU FIND OUT?
- (2) Divide the class into several groups and pass out magazines. Have each group clip a picture from a magazine that has no writing on it. The picture should have at least two people talking to each other. LOOK AT YOUR PICTURE. NOW WRITE ON A SHEET OF PAPER WHAT YOU THINK THE PEOPLE IN THE PICTURE ARE TALKING ABOUT. (Allow about 10 minutes. If some of the pupils can't write, allow them to respond orally.)
- Take one group at a time, and ask the following questions: WHAT DO YOU THINK THESE PEOPLE ARE TALKING ABOUT? HOW DO YOU KNOW? HOW WOULD YOU FIND OUT WHAT THEY ARE TALKING ABOUT?

*Adapted from Social Learning Curriculum, F.C.S. Yeshiva University, New York, New York, Phase 7
**Content-Development Activities (5) and (6) were submitted by M.A. Ingalls, Augsburg American Elementary.

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(Communications)

	TEACHER TIPS	
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<p>(3) Compare the responses of several pupils in the above exercise.</p> <p>DID ANY OF YOU THINK EXACTLY LIKE SOMEONE ELSE? WHY IS IT IMPORTANT TO FIND OUT WHAT OTHER PEOPLE ARE THINKING?</p> <p>Explain that because each person may see the same event differently and because no person can see everything that happens, it is necessary to communicate to attain a better understanding of the event.</p> <p>(4) IMAGINE YOU ARE ON THE TOP OF A HILL WITH YOUR LEG BROKEN AND YOU CAN'T WALK. YOU SEE A GROUP OF TRAVELERS WALKING BY IN THE DISTANCE. WHAT CAN YOU DO TO ATTRACT THEIR ATTENTION? (Wave, yell, write a sign.)</p> <p>(5) Assume family roles. Act out situations in which family members come home from work, shopping, school, or playing; looking happy, angry, etc. Discuss the need to be sensitive to others' moods without having to talk with them.</p> <p>(6) Use the same activity in other situations--e.g.,</p> <p>(a) Teacher enters looking tired.</p> <p>(b) Friend enters looking sad.</p> <p>(c) Clerk in PX approaches looking angry.</p> <p>(d) Policeman (military, local, national) approaches looking happy.</p> <p>(7) Write this puzzle on the chalkboard:</p> <p>. . .</p> <p>. . .</p> <p>. . .</p> <p>. . .</p> <p>DRAW FOUR STRAIGHT LINES THROUGH ALL OF THE POINTS WITHOUT THE CHALK LEAVING THE BOARD. (Have several pupils try to solve the puzzle individually. Wait about five minutes.) DO YOU NEED HELP? HOW CAN YOU FIND THE ANSWER TO THE PUZZLE? (By asking someone, getting ideas from books, etc.)</p>		<p>.a</p> <p>p80</p>

(Communications)

(8) To show how communication influences problem solving, play the following game.

Divide the class into three groups. Choose a captain for each group and sketch the following diagram on the board:

Tell the captains that they are responsible for the performance of the group in a competitive game. Then privately tell the first captain that his group must fill in the square with each of the numbers 1-9 so that the numbers in each row, column and diagonal add to 15. Tell him that the number in the center square is 5 and that the numbers in the upper left to lower right diagonal are 8, 5, and 2.

Tell the second captain that his group must fill in the numbers 1-9 in the same way but only give him the number of the center square, 5.

Tell the third captain only that his group must fill in the numbers 1-9 in the same way. (Don't give any directions.)

When any of the group finish, have that group's members raise their hands and you check the answer. The square should look like this:

8	3	4
1	5	9
6	7	2

End the exercise when all groups finish or after 15 minutes have passed.

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(Communications)

- (9) Review with the class the instructions given to each of the captains in the above activity.
- WHAT WAS DIFFERENT IN THE RULES OF THE GAME GIVEN TO EACH CAPTAIN? DID YOU NEED HELP? WHICH RULES HELPED THE MOST? WHY? DID I GIVE ENOUGH HELP TO ALL THE GROUPS? WHICH GROUPS NEED MORE HELP? WHY? (Emphasize the need for further communication of directions.)

Reinforcement Activities:

- (1) Have pupils relate ways that communication helps us live better. Copy their responses on the board.
- (2) Play "Whispering Down the Lane" ("Telephone").

Seat or stand pupils in a straight line.

I AM GOING TO WHISPER SOMETHING TO MARY. MARY WILL WHISPER WHAT SHE HEARD ME SAY TO JOHN. KEEP WHISPERING TO THE NEXT PERSON UNTIL YOU REACH THE LAST PERSON, TOM. THEN TOM WILL TELL THE CLASS WHAT HE HEARD.

Compare Tom's message with the original message. Discuss why the message changed after passing through the line. Discuss how and why each person hears messages differently.

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(Communications)Ability and Assessment:3. To recognize the benefits of oral communication.*

Place a piece of candy, a piece of fruit, or other tangible item that the pupil would like to have on a table or desk.

YOU MAY HAVE THIS IF YOU CAN FIGURE OUT A WAY TO GET IT WITHOUT USING YOUR HANDS, OR ANYTHING ELSE TO HELP YOU TO REACH IT YOURSELF.

Give the candy to the pupil if he/she asks you to reach it for him.

WHY IS IT IMPORTANT THAT YOU BE ABLE TO TALK? (Elicit: to get some of the things I want or need that I cannot get for myself.)

Content-Development Activities:

(1) Group the class in a semi-circle. Explain what "oral communication" means. Demonstrate three or four kinds of oral communication, e.g., introductions, questions and answers, conversation.

WHY IS IT IMPORTANT TO KNOW HOW TO INTRODUCE YOURSELF? OTHER PEOPLE? WHAT GOES INTO AN INTRODUCTION? (Write the following on the board: "Good Morning (greeting) Sir (title or name), my name is John Smith (or Mr. Jones) this is my friend, Tom Allen.")

WHAT ARE SOME OF THE POPULAR GREETINGS? (Good morning; It's nice to meet you; Good afternoon; Good evening; Hi; Hello; Good day; etc.)

IS IT NECESSARY TO GREET SOMEONE BEFORE EVERY MEETING WITH THAT PERSON? (No, usually greeting are exchanged upon first meeting someone in the morning, afternoon, or evening, but you may greet someone as often as you like.)

WHAT SHOULD YOU CALL THE PERSON YOU ARE TALKING TO? (If the person is a friend, you will probably call him [her] by a first name; if the person is an adult whose name you know, call him [her] Mr. [Mrs., Miss, Dr.]).

(2) Have each pupil write the name of a movie or television star on a name tag and pin the tag on. Have the pupils role-play making introductions.

*Adapted from Social Learning Curriculum, F.G.S. Yeshiva University, New York, New York, Phase 7

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(Communications)

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<p>(3) WHAT WOULD YOU DO IF SOMEONE CAME UP AND GREETED YOU? (It depends whether the person is a friend, a casual acquaintance or someone you didn't know. If the person is a friend, respond with "Hi, John" or "Good morning, Ann." If the person is a casual acquaintance, respond with "Good afternoon, Dr. Jones (Miss Parker)." If the person is someone you do not know, respond with "Good evening, Sir (Ma'am)." When in doubt, always be more formal. Call persons in authority "Sir," "Miss," or "Mrs."</p> <p>Develop role-playing situations in which pupils are greeted by other pupils. In this game, all pupils should wear tags with names of famous people. Upon being greeted, a pupil should respond courteously.</p> <p>(4) WHAT ARE QUESTIONS? WHY DO WE NEED TO ASK QUESTIONS?</p> <p>Write a list of questions on the board with their answers. Show that all of the questions have question marks, and begin with a question word (who, which, how, etc.). In asking a question, the voice usually rises at the end. Contrast questions with answers.</p> <p>Read the following poem:</p> <p>When you want to ask a question This is what you do-- First you choose a "question" word, How, when, where, why, what or who.</p> <p>What is a word to find out about things. What is that creature and what can it do? What is a cat? What makes it like that? What is a secret? I know, do you?</p> <p>Who is what an owl says, whoo, whoo, whoo Who is Mary, Who is Sue? Who is that boy, and who are you? I am the teacher, "Good morning to you."</p>	<p>p80</p> <p>Why is a word to tell us the reason. Why do we have a sun and a moon, too? Why is it hot? Why is summer a season? Why must I do things I don't like to do?</p> <p>Where is a word to help us find things. Where is my dump truck? Where is my shoe? Where are my toys? Where are my rings? Where does the sun go? Please tell me, do.</p> <p>How helps us find out the way to do things. How much should I eat, how long should I chew? How should I act when I'm talking to kings? How can I fix my new pink kangaroo?</p>

Questions

(Communications)

TEACHER TIPS							
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<p>When in a word to tell us the time. When can I go? When will it be time to? When is my birthday? When can I have a dime? When can I ever tell you what to do?*</p> <p>Reread each stanza of the above poem. At the end of each stanza ask: WHAT DID YOU FIND OUT ABOUT THE WHO (WHAT, etc.) QUESTION?</p> <p>(5) WHY DO WE NEED TO LISTEN TO OTHER PEOPLE? WHAT ARE GOOD LISTENING HABITS? (Looking at the person, not talking at the same time, trying to think about what the other person is saying, not interrupting.)</p> <p>(6) WHAT IS CONVERSATION? (Listening and talking to someone.)</p> <p>NOW TRY TO REMEMBER AS MANY CONVERSATIONS AS YOU CAN THAT YOU HAVE HAD SINCE YESTERDAY. FOR A PROJECT, KEEP A TALLY OF ALL THE CONVERSATIONS YOU HAVE IN ONE DAY</p> <p>The following day ask each pupil to tell the class about the conversations and how they helped him/her.</p> <p>(7) Have the pupils clip a variety of pictures from comic books. Have them discuss with another pupil what the characters are talking about.</p> <p>Plan a role-playing activity using pictures to depict a situation.</p> <div> <div>Task Analysis</div> <table> <tr> <th>Process</th><th>Cognition</th></tr> <tr> <td>In: auditory verbal</td><td>perceptual</td></tr> <tr> <td>Out: vocal verbal</td><td>recall</td></tr> </table> </div> <p>(8) Develop a series of conversation topics and divide the class in groups of three. Choose a topic and discuss. Tape the conversation, play back and let the class members evaluate in terms of the benefits of oral communication.</p>	Process	Cognition	In: auditory verbal	perceptual	Out: vocal verbal	recall	p29
Process	Cognition						
In: auditory verbal	perceptual						
Out: vocal verbal	recall						

*Reprinted from Social Learning Curriculum, Yeshiva University, New York, N.Y.
Phase 7 with permission of Dr. Herbert Golostein, Director.

(Communications)

Reinforcement Activities:

- (1) Provide many opportunities for pupils to converse. Let pupils have a time each day to relate stories about their experiences, impressions of television shows, etc.
- (2) Play "Question and Answer Relay."

Pupils compose a list of questions about any topic (television, celebrities, sports, etc.). Divide the class into two or more teams. Have one player from each team stand at the board and ask a question from the list. The student who answers the question first receives a point for his team. The team with the highest number of points after all team members have been questioned wins.
- (3) With a toy phone, set up a situation where class members talk to someone on the phone and elicit information. For example, have one pupil play the role of the parent and have another pupil call the parent to make a request.
- (4) Play "Ticket to Talk."

Divide the class into groups of three or four pupils. Each group should have a discussion topic. John begins the discussion with one sentence, but before Brenda can talk, she repeats what John said. John determines whether Brenda correctly repeated the sentence. If she did, Brenda gets to talk and someone must repeat what Brenda said before contributing to the discussion.

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(Communications)

Ability and Assessment:

4. To recognize the benefits of written communication.

Bring cereal box tops and/or coupons that indicate that a person can get some toy or other item (be certain it is of interest appropriate for the pupil being assessed).

WOULD YOU LIKE TO HAVE THIS? (Present possibilities until the pupil answers "Yes.") WHAT WILL YOU HAVE TO DO TO GET IT? (Elicit: write for it.)

Ask other questions to elicit responses concerning the benefits of written communication, adjusting your questions to age and interests of assessee. For example:

TELL ME ABOUT SOMETHING ELSE YOU COULD WRITE FOR. HOW COULD YOU GIVE A MESSAGE TO A DEAF PERSON? SUPPOSE YOUR GRANDMOTHER (AUNT, A FRIEND, etc.) IN THE UNITED STATES SENT YOU A PRESENT. HOW COULD YOU THANK HER (HIM) FOR THE PRESENT? SUPPOSE (name a friend or family member at a distance) WAS GOING TO HAVE A BIRTHDAY. WHAT WOULD BE A GOOD WAY TO WISH HIM A HAPPY BIRTHDAY? SUPPOSE YOUR MOTHER ASKED YOU TO GO TO FOODLAND TO GET ONE LOAF OF BREAD, ONE QUART OF MILK, ONE POUND OF COFFEE, ONE DOZEN COOKIES, A BOX OF SALT, AND SOME CHEESE. SHOW ME WHAT YOU COULD DO TO REMEMBER WHAT TO BUY.

Content-Development Activities:

(1) Seat pupils in a semicircle.

WHAT ARE NOTES? (A short message written by one person to another or to oneself.) WHEN DO WE NEED TO SEND NOTES? (When it is difficult to see the other person.) WHY IS IT DIFFICULT TO SEE SOME PEOPLE?

WHAT ARE SEVERAL KINDS OF NOTES? (Thank you, invitations, short messages, etc.) ARE ENVELOPES NEEDED FOR NOTES? (Sometimes, but often notes are sent only on a piece of paper or messages are left for someone.) HOW ARE NOTES DELIVERED? (By a messenger, left in a place where the other person is likely to be, mailed.)

(2) Secure some envelopes for practice.

WHAT ARE ENVELOPES? . . . HERE IS WHAT YOU PUT ON ENVELOPES (write on blackboard):

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(Communications)

Tom Allen Unit APO 09 _ _ _	John Smith A/2 Bn 13th Inf APO 09068
-----------------------------------	--

Give pupils practice in addressing envelopes.

- (3) WHAT IS A "THANK YOU" NOTE? WHEN WOULD YOU WRITE A "THANK YOU" NOTE? (After attending a party, receiving a gift, being helped, etc.) SHOULD YOU SEND A "THANK YOU" NOTE EVEN IF YOU THANK SOMEONE IN PERSON? (Sometimes, after a special occasion such as Christmas or after receiving a birthday gift.)
- (4) WHAT IS AN INVITATION? WHEN WOULD YOU WRITE AN INVITATION? (Write the responses on the chalkboard-- to invite people to parties, dates, meetings, etc.) TO WHOM DO YOU SEND AN INVITATION? (Only those people who you want to come.) WHAT SHOULD BE INCLUDED IN AN INVITATION? (Write the responses on the chalkboard--time, place, who is giving the event, type of event, dress.)
Bring in commercially published invitations (e.g., Hallmark, etc.) and have pupils fill in the blank lines.
WHAT SHOULD YOU DO IF YOU SEE AN R.S.V.P. ON AN INVITATION? (Literally, it means "respond, if you please," to let the person who's inviting you know if you are coming.)
- (5) Plan a party for class. Have each pupil write a simple invitation to another member of the class and then have him respond to the R.S.V.P. After the party, have each pupil send a "thank you" note to the party chairman.

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- (6) Group the class members in a circle.

CAN ANYONE THINK OF A GOOD TIME TO WRITE SOMETHING DOWN SO YOU WON'T FORGET IT? WHAT SHOULD YOU DO WHEN YOU'RE THE ONLY PERSON HOME (OR ON THE JOB), THE PHONE RINGS AND A LADY GIVES YOU A MESSAGE TO GIVE TO YOUR PARENTS (OR BOSS)? WHAT SHOULD YOU ASK HER? (Name, phone number.) WHAT SHOULD BE ON YOUR NOTE? (Her name, phone number, message.)

- (7) With a toy telephone, have pupils practice writing telephone messages and then give these messages to someone else to read.

- (8) WHEN WOULD YOU WANT TO WRITE A NOTE TO YOURSELF? (To remind yourself of something later.) WHERE WOULD YOU PUT THESE NOTES SO THAT THEY WOULDN'T BE LOST? (On a note board, in a wallet or any place where you frequently look and are not likely to lose the note.)

Have pupils practice taking notes about things they would like to remember later on. Post these notes on a bulletin board. Change notes frequently.

Reinforcement Activities:

- (1) Have pupils keep a calendar near their desks and write notes on the calendar about upcoming events such as birthdays, local events or personal reminders.
- (2) Have pupils keep a private diary in class. Allow 10 minutes at the end of each day to write notes. These diaries can be confidential.
- (3) Have pupils write "get-well" notes to pupils who are sick.
- (4) If the school has a newspaper, have the pupils write notes for the personal column. Or simply compile a newsletter of personal notes that the pupils would like to have included.
- (5) Have students who are working on a "real" job discuss when they use notes or written communication on the job.

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(Communications)

Ability and Assessment:

7. To use the telephone to communicate.

JOHN, PRETEND THAT YOU NEED TO CALL YOUR MOTHER TO ASK HER PERMISSION TO GO ON A FIELD TRIP. USE THIS PHONE, DIAL YOUR NUMBER, TELL HER ABOUT THE TRIP AND ASK HER IF YOU MAY GO. (It is assumed that the pupils have learned their own telephone numbers and know how to dial their number. If not, teach the skill before proceeding with these activities.)

For secondary students: JOHN, PRETEND YOU ARE CALLING THE WORK-STUDY COORDINATOR TO ASK IF YOU MAY TALK TO HIM ABOUT A JOB.

Content-Development Activities:

(1) Select pupils who have a telephone at home. Use the following questions to stimulate discussion:

TOM, SUPPOSE YOU FORGOT YOUR LUNCH AND WANTED YOUR MOTHER TO BRING IT TO YOU. HOW WOULD YOU TELL HER ABOUT IT? WHAT IS YOUR TELEPHONE NUMBER? TELL IT TO THE CLASS. (Check the pupil's response against an accurate list of class phone numbers.)

Continue this type of questioning with other members of the class. Adapt this activity for older students.

(2) WHY DO WE NEED TO KNOW OUR TELEPHONE NUMBERS? (Elicit: to call home because of illness, to call from the shopping center because we forgot something, to call home if we are lost, to give it to someone else to make appointments, etc.)

Task Analysis	
Process	Cognition

In: auditory verbal conceptual
Out: vocal verbal recall

(3) Have pupils role-play situations which require calling their homes, friends, etc.


(4) Have each pupil print (copy) the following on 3x8 tagboard: My phone number is _____.

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- (5) Have each pupil complete two pages in the MYSELF booklet or WORLD OF WORK notebook similar to the following:

My phone number is Mannheim Civilian 75 41 73
--



I use my telephone number To call home To call a friend, etc. To make an appointment To ask for a date
--

- (6) Explain and demonstrate that to call from a school telephone (which is always a military phone) one must first dial a civilian line prefix (example: 99).
- (7) Explain and demonstrate how to use the host nation telephones.
- (8) Have each pupil demonstrate the use of host nation telephones.

Reinforcement Activities:

- (1) Have pupils form calling teams (two each).

YOU CALL YOUR PARTNER EACH NIGHT AND TELL HIM WHAT YOU DID AFTER SCHOOL THAT WAS FUN.

Then during the opening part of each day have one partner share the message with the class.

- (2) Ask each pupil to report on the ways that they have used a telephone during any given week.

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SELF AND EMOTIONS

Ability and Assessment:

1. To identify the characteristics that are commonly associated with happiness.

TELL ME THE THINGS THAT A PERSON WOULD DO THAT WOULD MAKE YOU THINK HE IS FEELING HAPPY.

Content-Development Activities*:

- (1) Read the following story to the class:

The Birthday Girl **

Karen woke up bright and early. Today was her birthday. She washed and dressed herself and went down to breakfast. Each of her parents wished her a happy birthday. From her Mom she got a new sweater and her Dad gave her a bracelet.

Karen's mother said to her, "Why don't you go outside and play? It's such a nice day. I'll call you when it's lunch time."

Karen went outside but couldn't find any of her friends, so she decided she would take a walk. Karen walked, and walked. It seemed to Karen that it must be close to lunch time because she was beginning to feel hungry. She was almost at her house when she heard her mother calling her.

"Karen, come in for lunch."

As Karen ran into the house she heard a loud "Surprise!" from behind the curtains, behind the sofa and under the tables. All of Karen's friends were there.

"This is a surprise party for you," said Karen's mother.

- (2) Ask the following questions about the above story:

WHEN KAREN WOKE UP, IT WAS HER BIRTHDAY. TELL ME HOW KAREN LOOKED WHEN HER MOTHER SAID, "THIS IS A SURPRISE PARTY FOR YOU." SHOW ME HOW KAREN LOOKED WHEN HER MOTHER TOLD HER IT WAS A SURPRISE PARTY.

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*Content-Development Activity (3) was submitted by M.A. Ingalls, Augsburg American Elementary.

** reprinted from Social Learning Curriculum, Phase 5, Yeshiva University

(Self and emotions)

- (3) LOOK AT THIS PICTURE OF A FACE. NOW LOOK AT YOURSELF IN THE MIRROR.

CAN YOU MAKE YOUR EYES AND MOUTH DO THE SAME THING?
WHEN YOU LOOK LIKE THIS, HOW DO YOU FEEL INSIDE YOURSELF?
CAN YOU TELL ME ABOUT A TIME WHEN YOU LOOKED (FELT) LIKE THIS?
CAN YOU TELL ME (LIST, DRAW) SOME TIMES WHEN YOU MIGHT LOOK LIKE THIS?
HOW DO YOU FEEL WHEN YOU SEE SOMEONE ELSE LOOKING LIKE THIS?
CAN YOU MAKE UP A STORY ABOUT SOMEONE WHO LOOKS LIKE THIS?

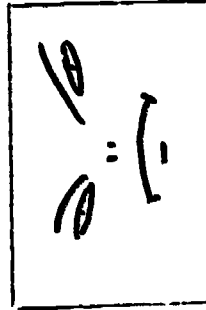
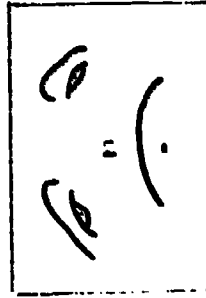
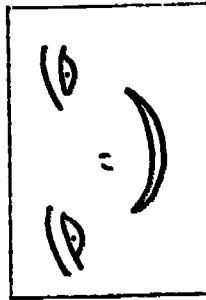
ROLE-PLAY A TIME WHEN YOU MIGHT MEET A PERSON WHO LOOKS LIKE THIS.

- (4) From magazines, cut pictures of people who are smiling. Mount them on tag board. Stimulate discussion through questions such as the following:

WHAT IS THIS PICTURE ABOUT? POINT TO A BOY (GIRL OR ADULT) WHO IS SMILING. DO YOU THINK _____ IS HAPPY? WHY?

- (5) Ditto pictures of a happy face, a sad face, an angry face.

DRAW AN "X" ON THE HAPPY FACE. Example:



HOW CAN YOU TELL THIS IS A HAPPY FACE? POINT TO THE HAPPY FACE. WHICH IS THE SAD FACE? THE ANGRY FACE?

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(Self and emotions)

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<p><u>Task Analysis</u></p> <p><u>Process</u></p> <p>In: visual nonverbal perceptual Out: motor nonverbal recognition</p> <p>(6) Have pupils pantomime happy faces as they are doing something: eating birthday cake, playing baseball, making cookies, watching a television show--one that makes you laugh, etc. Have pupils guess what the "actors" are pantomiming.</p> <p>DOES A "HAPPY FACE" ALWAYS MEAN A PERSON IS HAPPY? WHY?</p> <p>(7) Give each pupil a pair of scissors and a magazine.</p> <p>FIND A PICTURE IN THIS MAGAZINE THAT TELLS YOU THE PERSON OR PEOPLE IS (ARE) HAPPY. CUT IT OUT. (Allow a reasonable amount of time.)</p> <p>(8) TELL US A STORY ABOUT YOUR PICTURE. TELL WHY YOU THINK THE PERSON (PEOPLE) IS (ARE) HAPPY. DOES YOUR PICTURE MAKE YOU HAPPY? HOW CAN YOU SHOW THAT YOU ARE HAPPY?</p> <p>(9) TELL ME SOME OF THE THINGS IN SCHOOL THAT MAKE YOU HAPPY.</p> <p>(10) TELL ME SOME OF THE THINGS THAT HAPPEN AT HOME TO MAKE YOU HAPPY.</p> <p>(11) Make an experience chart listing things that make the pupils happy in school; happy at home. Have pupils read the list and tell why some of these things make them happy.</p> <p>(12) Have pupils copy the list of things that make them happy in school; happy at home. (Developing the experience charts and copying them for the above three activities could be spread over two or three periods on two or three different days.)</p>		<p>p40</p> <p>p40</p>

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Reinforcement Activities:

- (1) Sing songs or play records about "happy" events or situations.
- (2) Ask each pupil to finish the sentence: "Happiness is _____."
- (3) Record and play back the responses of "Happiness is _____."
- (4) As situations arise in the classroom, call attention to them. Example: TOM IS HAPPY TODAY. WHY DO YOU THINK HE IS HAPPY? MARY IS SMILING. HOW DO YOU THINK MARY FEELS?

(Self and emotions)

Ability and Assessment:

2. To identify the characteristics that are commonly associated with unhappiness.

PRETEND YOU SEE SOMEONE WHO IS UNHAPPY. HOW DO YOU KNOW THAT HE FEELS UNHAPPY? WHAT IS HE DOING THAT MAKES YOU THINK HE FEELS UNHAPPY?

Content-Development Activities:

- (1) LOOK AT THIS FACE (an unhappy face). TELL ME HOW IT LOOKS.

- (2) Stimulate discussion with the following sample questions:

WHAT DO WE MEAN WHEN WE SAY WE ARE UNHAPPY (OR SAD)? WHAT MAKES YOU SAD, JUDY? (Continue with other pupils.) WHAT THINGS MAKE YOU JUST A LITTLE UNHAPPY (SAD)? WHAT THINGS MAKE YOU VERY UNHAPPY? WHAT DO YOU DO WHEN YOU ARE VERY UNHAPPY?

- (3) Look at these two pictures.

POINT TO THE BOY YOU THINK IS VERY UNHAPPY. WHAT IS THE BOY WHO IS VERY UNHAPPY DOING? WHAT MIGHT HAVE HAPPENED TO MAKE HIM CRY?

- (4) Begin a story about one picture. Have the pupils add to the story and have one of the class members give a happy ending.

- (5) When the above story has been completed, ask the pupils to retell the story (one sentence each).

- (6) Write the story on the board and have the pupils "read" it back. (Ask questions as you write.)
Example: WHAT THINGS HAPPENED TO MAKE THE BOY UNHAPPY? WHAT DID THE BOY DO WHEN HE WAS UNHAPPY?

- (7) Have pupils copy story and read it to you. (Give assistance in copying and reading if some pupils need it.)

- (8) Provide hand puppets for two pupils.

PRETEND THAT YOUR PUPPET IS HAPPY, MARY. PRETEND THAT YOUR PUPPET IS SAD, SUE. SUE, HAVE YOUR PUPPET TELL MARY WHY YOU ARE UNHAPPY. MARY, HAVE YOUR PUPPET TALK TO SUE'S PUPPET AND MAKE IT HAPPY.

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Give assistance if necessary. If pupils have difficulty, demonstrate by placing both puppets on your own hands.

- (9) Have the pupils make a chart showing the ways that unhappiness can be shown (pictures and written descriptions or pictures).

Reinforcement Activities:

- (1) Plan a puppet show. Use enclosed Puppet Show Script. Follow up with questions and discussions.

- (2) Have each pupil choose a topic and talk about: Unhappiness is _____.

Examples: Unhappiness is being yelled at.

Unhappiness is hurting yourself.

Unhappiness is losing something.

Unhappiness is making someone else unhappy.

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(Self and emotions)

DIALOGUE SHEET

Puppet Show Script *
(Example)

Present the puppet show to the class. To help you with your presentation the script has been divided into two sections: What to say and What to do.

WHAT TO SAY

I.
Little girl puppet says to class:
THIS IS MY NEW BALL. I GOT IT FOR MY
BIRTHDAY. MY BIG BROTHER BILL GAVE IT
TO ME. I HOPE I CAN FIND SOMEONE TO
PLAY WITH.

WHAT TO DO

Tack ball to Gloria's hand.
Simulate walking.
When possible, use appropriate voices to
represent characters.

II.
First boy puppet voice:
HERE COMES GLORIA WITH A NEW BALL.
LET'S TAKE IT AWAY FROM HER AND PLAY
WITH IT OURSELVES.

Change voice to indicate "tough talk"
by boy puppets.

Second boy puppet voice:
OK, I'LL GRAB IT FROM HER AS SHE WALKS
BY AND THEN I'LL THROW IT TO YOU. YOU
RUN WITH IT SO SHE CAN'T GET IT.

Simulate a scuffle among the puppets.
Transfer the ball from girl to one of the boy
puppets.

Gloria puppet says in a crying angry voice:
WHY DID YOU TAKE MY BALL? I'M GOING TO TELL
MY MOTHER. YOU WAIT UNTIL SHE FINDS OUT.
SHE'LL COME AFTER YOU.

Separate puppets so that Gloria is facing
three boy puppets.

Gloria puppet runs off.

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TEACHER TIPS	
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<p>III.</p> <p>Gloria puppet in crying voice to Mother puppet: SOME BOYS TOOK MY NEW BALL AND THEY WON'T GIVE IT BACK.</p> <p>Mother puppet in reassuring voice: YOUR BROTHER BILL IS HOME. HE'LL GO WITH YOU TO GET YOUR BALL BACK. BILL, PLEASE COME HERE.</p> <p>Bill puppet enters, Mother puppet continues: SOME BOYS HAVE TAKEN GLORIA'S NEW BALL. I'D LIKE YOU TO GO WITH GLORIA AND SEE ABOUT GETTING HER BALL BACK.</p> <p>IV.</p> <p>Bill puppet to boys: I CAME TO GET MY SISTER'S BALL BACK. GIVE IT TO ME. FROM NOW ON I WANT YOU TO LEAVE HER ALONE. YOU SHOULD BE ASHAMED OF YOURSELVES TAKING SOMETHING FROM A LITTLE GIRL.</p> <p>Gloria to Bill: THANK YOU, I DON'T FEEL SCARED ANYMORE.</p>	<p>Gloria and Mother puppets face each other.</p> <p>Mother puppet faces Bill and Gloria puppets.</p> <p>Bill and Gloria puppets exit together.</p> <p>Bill and Gloria puppets face three boy puppets. Transfer ball from boys to Gloria.</p> <p>Boy puppets exit.</p> <p>Gloria and Bill puppets stand together.</p>

(Self and emotions)

Ability and Assessment:	TEACHER TIPS																			
	Teaching Resources	Teaching Strategies																		
<p>7. <u>To recognize specific situations that cause emotional reactions.</u></p> <p>Provide pictures showing situations which might cause emotional reactions. Ask the student to show you the picture which would cause a person to be happy (unhappy, etc.) and to describe it.</p> <p><u>Content-Development Activities*:</u></p> <p>(1) Give each pupil a face outline. Provide smile and frown cut-outs that can be pasted on the face.</p> <p>PRETEND THAT THIS IS YOUR FACE. WHEN I SAY SOMETHING THAT WOULD MAKE YOU HAPPY, PUT THE SMILE ON THE FACE. WHEN I SAY SOMETHING THAT WOULD MAKE YOU UNHAPPY, PUT THE FROWN ON THE FACE.</p> <p>Give several short sentences each of which describes an event that would make a child either happy or unhappy, i.e.: "Mother makes a cake for dessert." "You lose your raincoat." "You get a spanking." Etc.</p> <p>(2) Have one pupil leave the room, assume a particular facial expression, and return. Ask the other pupils to identify the emotion expressed. Ask them to express how they feel when they see someone looking like that. Discuss the effect of facial expressions on one's impression of another.</p> <p>(3) Begin a chart on the board. As the pupils identify people, objects, or things that make them happy, unhappy, or angry, list them on a chart. Example:</p> <div data-bbox="1006 849 1271 1862"> <table> <tr> <th colspan="3">What Makes Us:</th></tr> <tr> <td>HAPPY</td><td>UNHAPPY</td><td>ANGRY</td></tr> <tr> <td>A gift</td><td>Yelling at me</td><td>Pushing me</td></tr> <tr> <td>Candy</td><td>Spanking me</td><td>Hitting me</td></tr> <tr> <td>friend</td><td>-----</td><td>-----</td></tr> <tr> <td>Dad</td><td>-----</td><td>-----</td></tr> </table> </div>	What Makes Us:			HAPPY	UNHAPPY	ANGRY	A gift	Yelling at me	Pushing me	Candy	Spanking me	Hitting me	friend	-----	-----	Dad	-----	-----		<p>p29 p40 p29</p>
What Makes Us:																				
HAPPY	UNHAPPY	ANGRY																		
A gift	Yelling at me	Pushing me																		
Candy	Spanking me	Hitting me																		
friend	-----	-----																		
Dad	-----	-----																		

*Content-Development Activity (2) was submitted by M.A. Ingalls, Augsburg American Elementary.

(Self and emotions)

(4) Seat class members in a close circle.

WE ARE GOING TO TALK ABOUT SOME PEOPLE AND THINGS THAT MAKE US HAPPY, SAD, OR ANGRY. FRED, NAME ONE PERSON WHO MAKES YOU HAPPY SOMETIMES. WHY DOES HE (SHE) MAKE YOU HAPPY? (Add response to chart.) BARBARA, NAME SOMETHING THAT HAS HAPPENED TO YOU TO MAKE YOU UNHAPPY OR SAD. WHY DID IT MAKE YOU UNHAPPY? FRED, CAN YOU NAME SOMETHING YOU EAT THAT MAKES YOU HAPPY? WHY DID IT MAKE YOU HAPPY? DID ANYTHING HAPPEN YESTERDAY OR TODAY TO MAKE YOU UNHAPPY? HAPPY? ANGRY? (Continue questions until several words or phrases are listed on the chart.)

(5) Read the chart together. Have the pupils copy the chart.

(6) Identify various situations and get reactions from pupils. Sample situations:

I was watching TV and someone turned it off without asking me. (How did you feel?)
I was watching my favorite TV program and lines came on the screen. I couldn't fix it. (How do you think I felt?)
I have cleaned up my room and someone came in and mussed it up. (How do you think I felt? What would you do if someone did that to you?)

Task Analysis

ProcessCognition

In: auditory verbal conceptual
Out: vocal verbal recall

(7) Use the puppets that have been made. Help pupils write a script reacting to one or more emotional situations. Have pupils manipulate and use their voices for voices of the puppets. (Allow ample time for planning and practice. Give assistance when needed.)

Reinforcement Activities:

- (1) Help various pupils make up a story about an emotional situation in which he (they) were involved. Have pupils first suggest an unhappy ending, then an ending in which someone was angry, and finally a happy ending.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p40

(Self and emotions)

(2) WHICH ENDING DID YOU LIKE BEST? WHY? HOW DID YOU FEEL IN _____ (situation)?

Have pupils role-play the story. Have two or three pupils act out the various endings. Let other pupils guess which ending each pupil acted out.

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Teaching Resources	Teaching Strategies
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INTERPERSONAL RELATIONSHIPS

Ability and Assessment:

2. To describe ways of showing consideration for others.

WHAT DOES BEING NICE TO OTHERS MEAN? (Possible responses: not hurting others; not misusing others' belongings; asking permission to "borrow" something; treating others like I would like to be treated.)

Content-Development Activities:

- (1) Discuss the meaning of consideration. (You may want to introduce the poem "Consideration" here--see activity [4] below).
- (2) Compose a story similar to "The New Boy"; use incidents that have happened in the classroom that indicate a lack of consideration for others. Read or tell the story to the class. Have pupils identify incidents that show a lack of consideration for others. As responses are given, list them on the chalkboard or on an experience chart. Have pupils "read" the responses.
- (3) Have class identify ways that the boy (or girl) in the story might have shown consideration for others. (Assist the group if pupils are having difficulty.)
- (4) Read Sarah Oelberg's poem "Consideration" written below:

CONSIDERATION *

When I do something
I really shouldn't do
My mother always says,
"Would you like someone
to do that to you?"

The other day I hit a girl
And then stepped on her shoe
Then I heard the teacher say,
"How would you like her to
do that to you?"

On Saturday I was so mad,
I didn't know what to do
I spit at John, and he said,
"Would you like it if I spit
at you?"

Judy painted a pretty green tree
I smeared it up with blue
Judy looked at me and said,
"Would you like me to paint
you blue, too?"

Ibid.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p22; 7	p80
p23; 9, 14, 26	
p24; 30, 31	
p25; 54	
p26; 56	p40

(Interpersonal relationships)

I started thinking about
The naughty things I used to do.
I thought I really didn't want
People to do things like that to me, too.

So, I decided I would try
To remember these words true
"Don't do things to other people
You wouldn't want them to do to you."

Ask questions similar to the following: WHAT WERE SOME OF THE THINGS THAT WERE DONE THAT SHOWED A LACK OF CONSIDERATION FOR OTHERS? (Possible responses: hit a girl, stepped on a girl's toe, smeared paint on Judy's picture, etc.)

Reread each part of the poem that relates to the response of each pupil as he gives the response.
Example: "The other day I hit a girl." Make sure the pupils see the repetition of the idea in the last lines of each stanza.

- (5) Have the class members make up two beginning lines of a stanza and use the last two lines of any stanza they choose of the above poem. Have each one recite or read his stanza to the class.

Reinforcement Activities:

- (1) Review the concept of consideration. Have pupils name several ways to show consideration for others.
- (2) Use daily situations that occur in the classroom to reinforce the concept of consideration and lack of consideration for others.
- (3) Develop a role-playing situation in which consideration for others is shown. Change roles and repeat the simulation.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	<p>pc20</p>

(interpersonal relationships)

Ability and Assessment:	TEACHER TIPS								
	Teaching Resources	Teaching Strategies							
3. <u>To recognize and practice good school manners.</u> JOHNNY (MARY, etc.), SHOW ME (TELL ME) SOME WAYS THAT WE CAN PRACTICE GOOD MANNERS IN SCHOOL. <u>Content-Development Activities:</u> (1) Teach the pupils the song <u>Good Manners</u> (enclosed)* (If you do not have a piano or a music teacher, use the song as a poem.) Permit one pupil to introduce the first two lines, and ask other pupils to repeat the chorus in unison. Discuss the different ways that the song tells you to practice good manners. (2) Make an experience chart or list on the board the things the song tells the pupil to do. (3) Divide the class members into pairs. Have each pair pantomime the situations mentioned in the song, <u>Good Manners</u> . (4) I AM GOING TO SHOW YOU TWO WAYS TO DO SOMETHING. TELL ME WHICH ONE SHOWS GOOD MANNERS. (Ask one pupil to come before the class. (a) The teacher bumps into the pupil and goes by him saying nothing. (b) The teacher returns, bumps into the pupil and says, PARDON ME and smiles. WHICH TIME DID I SHOW GOOD MANNERS, THE FIRST OR SECOND TIME? <table><tr><th colspan="2">Task Analysis</th></tr><tr><th>Process</th><th>Cognition</th></tr><tr><td>In: visual nonverbal</td><td>conceptual</td></tr><tr><td>Out: vocal verbal</td><td>recognition</td></tr></table> I ACCIDENTLY BUMPED INTO JUDY. I SAID, "WHY DON'T YOU GET OUTA MY WAY?" I BUMPED INTO MARY. I SAID, "EXCUSE ME, MARY, DID I HURT YOU?" IN WHICH ONE DID I SHOW THE BEST MANNERS? Continue to give examples or to have pupils role-play various situations of good and bad manners until pupils can recognize and practice good manners.	Task Analysis		Process	Cognition	In: visual nonverbal	conceptual	Out: vocal verbal	recognition	p26; 56 <
Task Analysis									
Process	Cognition								
In: visual nonverbal	conceptual								
Out: vocal verbal	recognition								

*Taken from Social Learning Curriculum for the Educable Mentally Retarded, Yeshiva University, N.Y., N.Y.

(Interpersonal relationships)

- (5) WE HAVE TALKED ABOUT AND ACTED OUT SOME EXAMPLES OF GOOD AND BAD MANNERS. ARE GOOD MANNERS JUST SAYING "PLEASE," "PARDON ME," "EXCUSE ME" etc.? WHY DO WE USE GOOD MANNERS? (Possible responses: Using good manners helps people feel that you respect them. Showing good manners toward others will help others show good manners toward you and it makes us feel good to know that someone respects us.
- (6) LET'S MAKE A LIST OF GOOD MANNER WORDS OR PHRASES. AS I WRITE THEM ON THE BOARD, GIVE ME AN EXAMPLE OF WHEN AND HOW YOU WOULD USE THE WORDS TO OTHER PEOPLE IN OUR SCHOOL (e.g., principal, nurse, custodian).
- Example: Excuse me
Pardon me
Please
Thank you
- (7) Role-play situations in which the above words and phrases are used.
- Reinforcement Activities:
- (1) Teach the pupils to play the game Pardon Me. Place pupils in a circle holding hands. One pupil is selected to be "It." "It," on the outside of the circle, taps any pupil on the shoulder and says, "Pardon me." The one tapped attempts to catch "It" who runs around the circle to the spot vacated by the pupil he tapped. The new outsider becomes "It" and the whole sequence begins again.
- (2) Have pupils sing the song Good Manners again. As it is sung, choose pupils to stand up and pantomime the manners in the song.
- (3) As situations arise day by day, call attention to good manners. Minimize negative criticism. Instead of saying "Johnny forgot to say 'thank you'," praise the behavior indicating good manners by saying "Johnny remembered to say 'thank you'."

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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Good Manners

W.E.S.-D.R.G.

JAMES PIERPONT
Adapted

F **B \flat**

F

C F C7 F

I like to talk to you,
 But I can listen, too.
 Say, "Pardon me, what did you say?"
 When I do not hear you.
Chorus.

Now here's a word to say,
 At home, or school, or play—
 It's "Please, may I have this or that."
 I use it every day.
Chorus

When presents come my way
 Or you help me through the day,
 Then "Thank you," with a merry smile,
 Is what I always say.
Chorus.

Song Sheet 1 - "Good Manners"

Used by permission of Abingdon Press.

From: Music Activities for Retarded Children

by David Ginglend & Winifred Stiles, 1965

_____ (Interpersonal relationships)

Ability and Assessment:

8. To predict consequences when consideration for others is not shown.

Read a part of the story "The New Boy" (enclosed)*:

HOW DOES SCOTT SHOW THAT HE IS NOT CONSIDERATE OF PEOPLE? WHAT DOES BEING CONSIDERATE MEAN? (Possible responses: be polite to people, listen to them, stand, offer a seat, etc.) WHAT WILL HAPPEN IF SCOTT KEEPS ACTING LIKE THIS? (Possible responses: people won't like him, classmates won't play with him, etc.)

Content-Development Activities:

- (1) Discuss "How do we show consideration?"
- (2) Read parts of the story "The New Boy." Discuss Scott's behavior. Have pupils identify behavior showing lack of respect and consideration for others.
- (3) Read the entire story; ask questions about Scott's feelings and the feelings of the other people in the story.
- (4) List responses in short sentences and place on an experience chart or the chalkboard. Have pupils "read" the sentences with you; then call on volunteers to read them.
- (5) Test understanding of the story through questions such as the following:

WHAT WAS THE TEACHER'S NAME?
WHAT WAS THE NEW BOY'S NAME?
WHAT DID HE SAY WHEN THE PRINCIPAL INTRODUCED HIM TO THE CLASS?
WHAT DID LEON TRY TO DO WITH SCOTT?
WHAT DID SCOTT DO?
DO YOU THINK THE CLASS MEMBERS EXPECTED TO LIKE THE NEW BOY?
WHAT DID THEY THINK WHEN SCOTT CALLED MISS RODWELL "UGLY?"
HOW WOULD YOU FEEL IF SOMEONE CALLED YOU A "CREEPY LITTLE KID?"
DO YOU THINK SCOTT WILL BE HAPPY IN HIS NEW SCHOOL? WHY?
WHAT WILL SCOTT HAVE TO DO BEFORE PEOPLE WILL LIKE HIM?

*Taken from Social Learning Curriculum for the Educable Mentally Retarded, Yeshiva University, N.Y., N.Y.

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Teaching Resources	Teaching Strategies
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(Interpersonal relationships)

- (6) Use situations which happen in the classroom such as: a pupil is ridiculed because he is of a different race or color; he/she does something "silly"; someone exhibits selfish behavior (does not consider others' feelings); etc. Develop a problem and do role-playing to resolve the problem. Permit various groups to role-play the same situation. Let class members decide which group presented the best solutions to the problem. Emphasize consequences of inconsiderate behavior. Repeat with other situations and problems. Follow with questions such as: WHY DO YOU THINK SOME PUPILS (PEOPLE) BEHAVE THESE WAYS? (Possible responses: they don't feel well; they think people don't like them; others have treated them badly; etc.)
- (7) FOR THE PAST (WEEK/MONTH) WE HAVE TALKED ABOUT DIFFERENT WAYS PEOPLE ACT THAT MAKE US UNHAPPY, ANGRY, etc. NOW, WE ARE GOING TO TALK ABOUT SOME WAYS OF SHOWING CONSIDERATION AND WHAT HAPPENS WHEN WE DON'T SHOW CONSIDERATION. (Discuss what is meant by consideration.)
- (8) Present examples in which the class members show consideration for others. Discuss what happens when consideration is shown.

Reinforcement Activities:

- (1) Reread "The New Boy." Ask questions to determine if the class members have a better understanding of consequences that result from inconsiderate behavior.
- (2) Review some of the situations studied; role-play other situations.
- (3) Continue to identify situations which show the consequences of a lack of consideration for others, soliciting from the pupils ways to change the behavior and their reasons for wanting to change the behavior.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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	p80

(Interpersonal relationships)THE NEW BOY *

One day Miss Rodwell came into her class and said, "I just came by the office, and there is a new boy there who is going to be in our class. I know you all know how to make him feel welcome and show him how we do things in our class. It is very hard to come into a new class, so we should all try to be very nice to him."

Pretty soon the principal brought the new boy into the class.

"This is Scott," he said. "He is going to be in your class for the rest of the year. Scott, this is Miss Rodwell, your new teacher."

"Geez," said Scott, "is she ugly."

After the principal left, Miss Rodwell showed Scott to an empty seat in the second row. She told Scott to sit down and she would have everyone in the class introduce themselves to him.

"O.K.," snarled Scott, "but do I gotta sit next to that creepy little kid?"

"Yes," said Miss Rodwell, "otherwise you would be in the back by yourself."

After all the pupils had told Scott their names, Miss Rodwell had them get out their books and begin to work. Then she asked Leon if he would take Scott and show him where the bathroom, lunchroom and other places were, so he would be familiar with his new school. When Leon stood up and asked Scott to come with him, Scott gave him a nasty look and said, "I don't wanna go with you. Why don't all you kooks just stop buggin me?"

"All right," said Miss Rodwell, "have it your way. If you don't want to go, then we will begin reading. Leon, move your desk over next to Scott's so he can share your book. Later I will get him his own book, but for now you two can share."

"Gimme that book," said Scott when Leon had moved over. "I can't see nothin' the way you hold it." And he grabbed the book out of Leon's hand, almost ripping it, and held it way over on the other side so Leon could not see it at all.

Miss Rodwell thought that the only way to get anything done was to put Scott away from the class. Perhaps if he could just listen and get to know the children for awhile, he would calm down. But when she asked him to come to her, he walked up and hit her, and then tried to run away. Miss Rodwell caught his arm and Scott cried, "Let go of me, you stupid teacher. I don't want to be in your old class, and you can't make me."

Ibid.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Interpersonal relationships)

When Miss Rodwell finally got Scott calmed down, it was too late for reading, and she thought a break would be good for everybody. Since it was nasty and rainy outside, the class went down into the basement for recess. Carla was bouncing a ball by herself. Suddenly Scott grabbed it out of her hand and threw it away.

Sandy and Wendy asked Carla to jump rope with them, and they were having fun until Scott grabbed the jump rope from Wendy. "I want to jump by myself," he said, "go away and leave me alone."

By this time the pupils decided they didn't like this new boy, and let him jump by himself in one corner. But Scott didn't like being ignored, so when Steve dropped the ball and went to get it, Scott lassoed Steve and yelled, "Now I got you, you dumb little kid, and I'm going to beat you to a pulp. I'm bigger than you are, and I'm going to make you sorry you ever got in the way."

TEACHER TIPS	
Teaching Resources	Teaching Strategies

SELF-ASSISTANCE (abiding by rules and regulations and by seeking appropriate aid)Ability and Assessment:

1. To recognize the need for rules and to help develop rules for the class.

Present a picture of a classroom in chaotic disarray.

WHAT NEEDS TO BE DONE SO THAT THE STUDENTS IN THIS CLASSROOM CAN ENJOY BEING IN THE CLASSROOM? HOW COULD THIS BE DONE (RULES BE MADE) SO THAT EVERYONE IN THE CLASSROOM COULD HELP? IF EVERYBODY HELPED WOULD EVERYONE WANT TO LIVE BY THE RULES?

Content-Development Activities:

- (1) Tell the class that for the next 10 minutes they can do whatever they want as long as they don't hurt anyone or destroy anything in the room. During the 10 minutes, make a tape recording of the class' activity. After 10 minutes have elapsed, have the class take places in a tight circle. Play back the recording before beginning the discussion. Stimulate discussion through questions, e.g.:

WHAT HAPPENED WHEN YOU COULD DO ANYTHING YOU WANTED TO? JOHN, WHAT DID YOU DO? WHO CAN TELL ME SOME THINGS THAT HAPPENED WHEN WE COULD DO WHATEVER WE WANTED TO?

Note: If there is pupil pandemonium and confusion, proceed with activity (2) below. If the pupils exhibit relatively reasonable behavior, proceed to activity (4).

- (2) Select a readily identifiable noise on the tape.

LISTEN TO THIS NOISE AND TELL ME WHAT WAS HAPPENING WHEN THE NOISE WAS MADE. WOULD YOU LIKE THE ROOM TO BE THAT WAY (NOISY, CONFUSED, etc.) ALL THE TIME?

- (3) Present imaginary free-hand pictures of pupils' rooms at home. In one set of drawings depict various disorders in the room (toys strewn around, noise sources, children hitting or shoving, etc.). In another set of drawings show the same room reorganized in an orderly fashion.

SHOW ME THE KIND OF ROOM YOU WOULD LIKE BEST. HOW IS THIS CLASSROOM LIKE A PLACE OF OUR OWN?

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p22; 4, 7 p23; 9, 12 p25; 52	p29
	p29
	p29

(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

(4) Have each pupil choose a partner.

TELL YOUR PARTNER THE THINGS THAT YOU WOULD LIKE TO HAVE MOST IN OUR CLASSROOM TO MAKE IT A GOOD PLACE IN WHICH TO BE.

Note: The following questions might be used as starter topics for this activity: FOR SOME PUPILS, IT MIGHT BE IMPORTANT THAT THE LIGHTS BE ON ALL THE TIME; FOR SOMEONE ELSE, IT MIGHT BE IMPORTANT TO HAVE QUIET; SOMEONE ELSE WOULD LIKE NOT TO BE SHOVED.

Task Analysis	
Process	Cognition
In: auditory verbal	conceptual
Out: vocal verbal	recognition

(5) TELL US THE THING THAT YOUR PARTNER LIKES MOST TO HAVE IN THE CLASSROOM.

(6) Read off each item on the list and ask this question: HOW CAN WE BEHAVE SO THAT WE CAN GET THIS IN OUR ROOM?

Put the responses across from the item, so that a chart like the following can be developed.

<u>We Need</u>	<u>We Can</u>
Quiet	Not talk when someone else is talking
No shoving	Not shove
Clean floors	Put scraps in the wastebasket

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p40

(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

(7) Have the pupils copy the above list on a 5x7 card.

KEEP YOUR COPY OF OUR LIST ON YOUR DESKS SO THAT IT HELPS REMIND YOU OF THE THINGS WE WILL DO IN OUR ROOM.

Note: The following are lists that might be developed by the students:

(a) Rules of safety, e.g.:

- I will not hit or shove people.
- I will not throw things in the classroom.
- I will not sit on tops of desks.

(b) Rules of conservation, e.g.:

- I will put books, toys, etc., away when finished.
- I will keep all pieces of games, puzzles, etc. together.
- I will write only on paper and chalkboard unless asked to write on something else.

(c) Rules of respect, e.g.:

- I will talk to people the way I wanted to be talked to.
- I will do my work quietly.
- I will wait until someone else has finished talking before I talk.
- I will not take things that belong to someone else.

(d) Rules of location, e.g.:

- I will keep quiet in reading corner.
- I will put clothes in closet.
- I will return books, etc. to proper place.

TEACHER TIPS		
Teaching Resources	Teaching Strategies	

(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

Reinforcement Activities:

- (1) Provide space on the behavior list so that the pupils may keep a record for two or three days of each time a specific behavior is performed.
WHICH RULE WOULD YOU LIKE TO WORK ON THIS WEEK (TODAY)? PUT A MARK BY THAT RULE EACH TIME YOU DO IT THIS WEEK (TODAY).
- (2) Use hand puppets. Begin with activity by pretending that (you) the puppet is scolding a pupil because he did not obey his rule. Ask the pupil why he didn't obey his rule and ask him to repeat the rule to you. Continue this activity with several of the class members. (Make this a "fun" activity.)
- (3) Play a game in which each pupil identifies his rules for governing his behavior. Ask questions similar to the following:
WHAT IS THE RULE FOR LEAVING YOUR BOOKS PILED ON YOUR DESK? WHAT IS YOUR RULE FOR SHOVING?
WHAT IS THE RULE FOR THE READING CORNER?

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

Ability and Assessment:

3. To identify the rules that help us while going to and from school.

WHAT ARE SOME OF THE THINGS WE SHOULD DO WHILE RIDING ON A SCHOOL BUS (WALKING TO SCHOOL)? STATE THE RULES THAT HELP US WHILE GOING TO AND FROM SCHOOL.

Content-Development Activities:

Riding the Bus

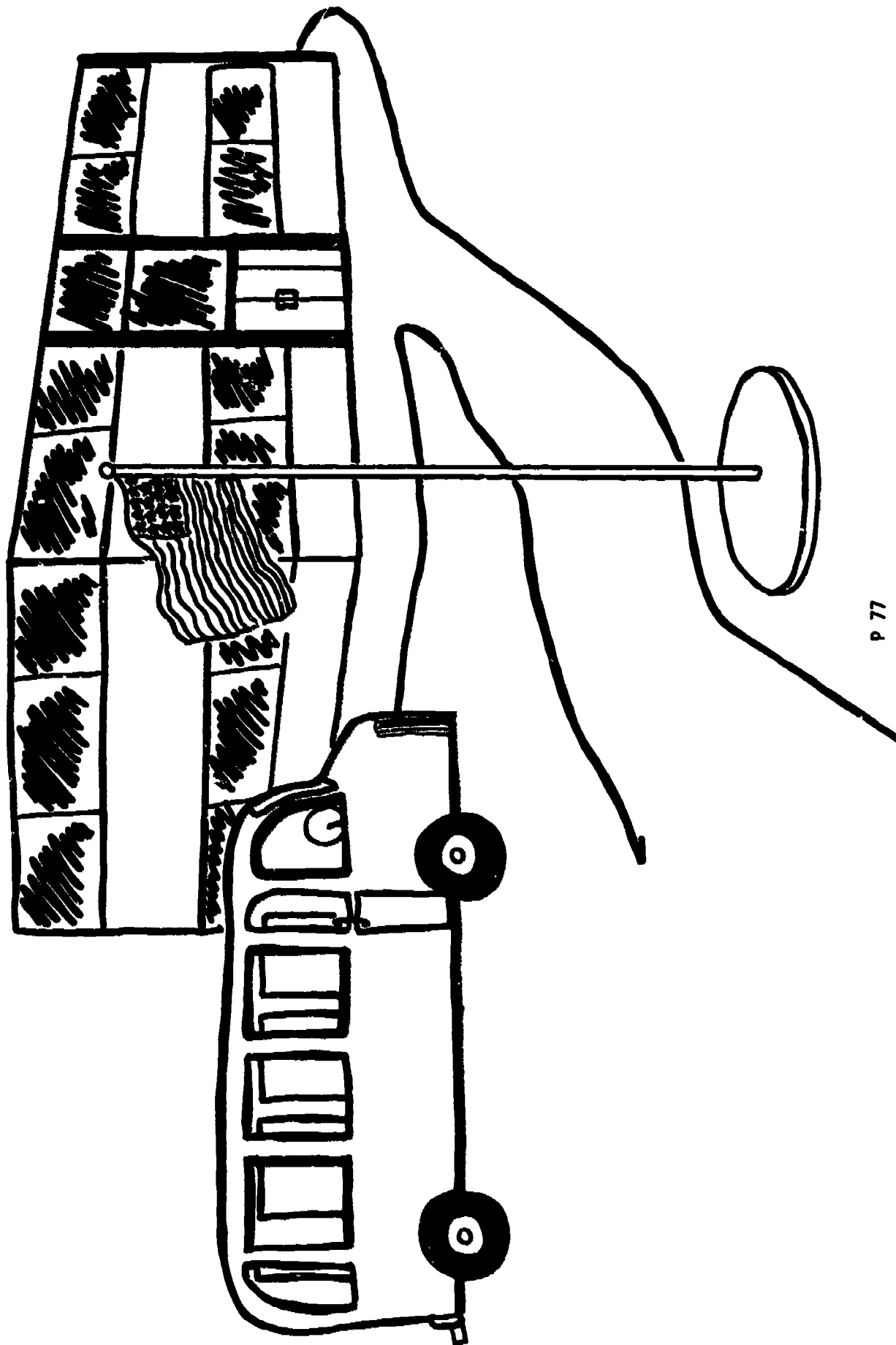
- (1) HERE IS A PICTURE (picture enclosed). TELL ME WHAT IT IS ABOUT. POINT TO THE SCHOOL BUS. POINT TO THE SCHOOL. POINT TO THE FLAG.
 - (2) Color the bus and school just like the color of the bus you ride in and the school you are in.
 - (3) WHEN YOU RIDE HOME ON THE BUS THIS AFTERNOON, WATCH TO SEE IF ANYONE DOES SOMETHING YOU THINK HE/SHE SHOULD NOT DO.
 - (4) Begin discussion of above activity.
- TOM, DID YOU SEE ANYONE DOING ANYTHING HE SHOULD NOT DO ON THE BUS YESTERDAY? WHAT WAS IT? (Repeat with other pupils.) WHAT COULD WE DO TO KEEP THESE THINGS FROM HAPPENING? (Cificit: make rules.)
- MARY, WHAT IS A RULE? WHAT IS A RULE THAT HELPS US? MARY, ARE THERE ANY RULES THAT YOU KNOW ABOUT THAT ARE USED ON YOUR BUS? WHO TELLS YOU WHEN YOU BREAK A RULE?

Task Analysis

<u>Process</u>	<u>Cognition</u>
In: visual verbal	conceptual
Out: vocal verbal	recall

- (5) Use chairs and other props to simulate the inside of a bus. Have pupils role-play various inappropriate behaviors. Have pupils identify undesirable bus behavior.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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	p80



(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

(6) NOW WE WILL USE THE CHAIRS, ETC. TO SHOW GOOD BUS BEHAVIOR. (Have the pupils role-play this situation.)
WHAT ARE THE RULES WE SHOULD FOLLOW WHEN ON THE BUS? (Develop rules that are in effect in your locality.)

Walking to School

(7) WE HAVE TALKED ABOUT RULES THAT HELP US WHEN RIDING ON THE SCHOOL BUS. NOW, TELL ME, IS THERE ANY
TYPE WHEN RULES ON OUR WAY TO SCHOOL ARE HELPFUL?

WHAT WOULD YOU DO IF YOU CAME TO A CORNER AND THERE WAS NO GUARD (MP, etc.) THERE TO HELP YOU CROSS
THE STREET? WOULD YOU RUN ACROSS THE STREET? WOULD YOU CRY? WOULD YOU LOOK VERY CAREFULLY AND
THEN WALK ACROSS?

WHO TOLD YOU TO LOOK CAREFULLY? HOW DID THEY KNOW? NOW, WHAT DO WE CALL THINGS THAT EVERYBODY
SHOULD DO? YES, A RULE.

(8) Repeat the assessment activity.

(9) Continue the discussion with questions on why we have rules. List on an experience chart the rules
that the pupils present. Elicit additional rules if the list is incomplete.

The finished list might include:

1. Look both ways before crossing the street.
- *2. Cross on the green light.
3. Do what the guard, MP, etc., says.
4. Don't run in the street.

*Develop activities for recognizing the three signals and what they stand for (green, amber, red--
signals may vary on different bases, villages and host nations).

Reinforcement Activities:

(1) Use the above list of traffic rules. Have the pupils count the rules and say: WHAT IS THE FIRST
RULE, THE SECOND? Etc. WHEN YOU COME TO A CORNER, WHAT IS THE FIRST THING YOU WOULD DO? WHAT IS THE
NEXT THING? Etc.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

- (2) Use the completed list as reading material. If the pupils can't read, read it aloud. Underline key words.
- (3) Ditto the chart list and divide the chart into strips. Have the class put strips in order.
- (4) Have the pupils pantomime the traffic rules and ask the class members to guess or to point to the rule on the chart.
- (5) Review the bus rules through various activities similar to the traffic rule activities.

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(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

Ability and Assessment:

9. To recognize ways of securing aid.

Show several pairs of pictures. In each pair, have one picture that shows a person in need of help and another picture that shows the same person receiving help.

SHOW ME THE PERSON WHO NEEDS HELP. SHOW ME THE PERSON WHO IS GETTING HELP. TELL ME HOW YOU GET HELP WHEN YOU NEED IT.

Content-Development Activities:

(1) Have the pupils seat themselves in a circle. Hold up Picture 1 (enclosed).

WHAT IS THIS? THIS? (Point to objects.) POINT TO THE MAN. POINT TO THE BOY. IS THE BOY BIG OR LITTLE? LOOK AT HIS KNEE. TELL ME ABOUT HIS KNEE. WHAT DO YOU NOTICE ABOUT THE SKATES?

(2) Have pupils draw a picture similar to Picture 1 and color it; or duplicate a copy of the picture and have pupils color the picture.

(3) Have pupils tell a story about the picture.

(4) Make a bulletin board or chart display of the colored picture under the title "How People Help Us."

(5) DOES ANYONE KNOW A SONG ABOUT SOMEONE GETTING HURT? (Example: "Jack and Jill." For older pupils, use an appropriate song by Simon and Garfunkel or have them bring a song in from their own collection that is appropriate.)

Show a picture of Jack and Jill, if one is available.

THIS IS A STORY (SONG) ABOUT A GIRL AND BOY WHO WENT UP A HILL. ONE OF THEM FELL DOWN.

Teach the song "Jack and Jill." Have the class sing the song together. Introduce discussion by asking questions similar to the following:

IN THE SONG "JACK AND JILL," WHO GOT HURT? WHERE DID HE GET HURT? WHAT COULD SOMEONE DO TO HELP HIM?

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PICTURE 1



Ibid.



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(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

(6) Read or tell a story about someone getting lost.

THIS IS A STORY ABOUT SOMEONE WHO GETS LOST. (You may substitute the name of a member of the class.) LISTEN CAREFULLY BECAUSE WHEN I FINISH, I'M GOING TO ASK SOME QUESTIONS.

MIKE GETS LOST *

One windy March day a boy named Mike was playing out in his yard. He was hanging upside down on his swing set when he happened to see, high in the sky, a big, red kite. It looked as if it were over the next door neighbor's house, so Mike decided to find the boy who was flying it, and see if he would let Mike try to fly it.

Mike walked through the neighbor's yard, but he didn't see anybody holding onto a kite string. He looked up, and there was the kite, right overhead. He decided to go a little further. He went on and on, past one house and then past another, but he couldn't find anyone holding onto a kite string.

Finally, Mike got tired of walking, so he decided to give up and go home. But where was home? He had been looking up at the kite so much he had not noticed where he had walked. Now he could not find his way home. Poor Mike! He did not know what to do, so he sat down on the curb to think. How would he ever get home?

Suggested questions about the story (use Picture 2 to stimulate discussion):

WHAT HAPPENED TO MIKE? WHY COULDN'T HE FIND HIS WAY HOME? HOW DO YOU THINK MIKE COULD GET HOME? WHO MIGHT HELP HIM GET HOME? IF SOMEONE TRIED TO HELP MIKE, HOW WOULD THE PERSON KNOW WHERE MIKE LIVED? WHAT WOULD MIKE HAVE TO TELL THE PERSON? (Elicit: his name and address.)

(7) Seat pupils in a circle.

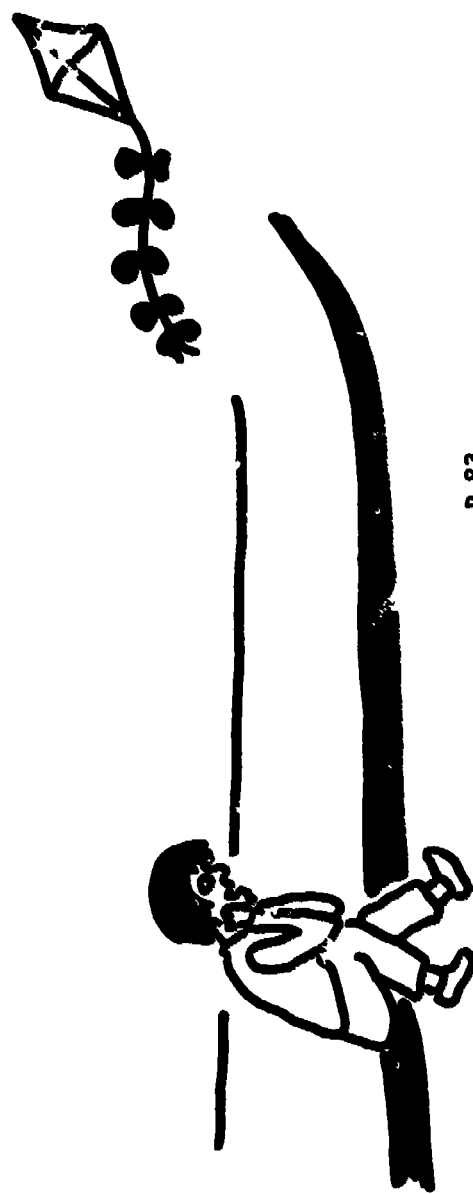
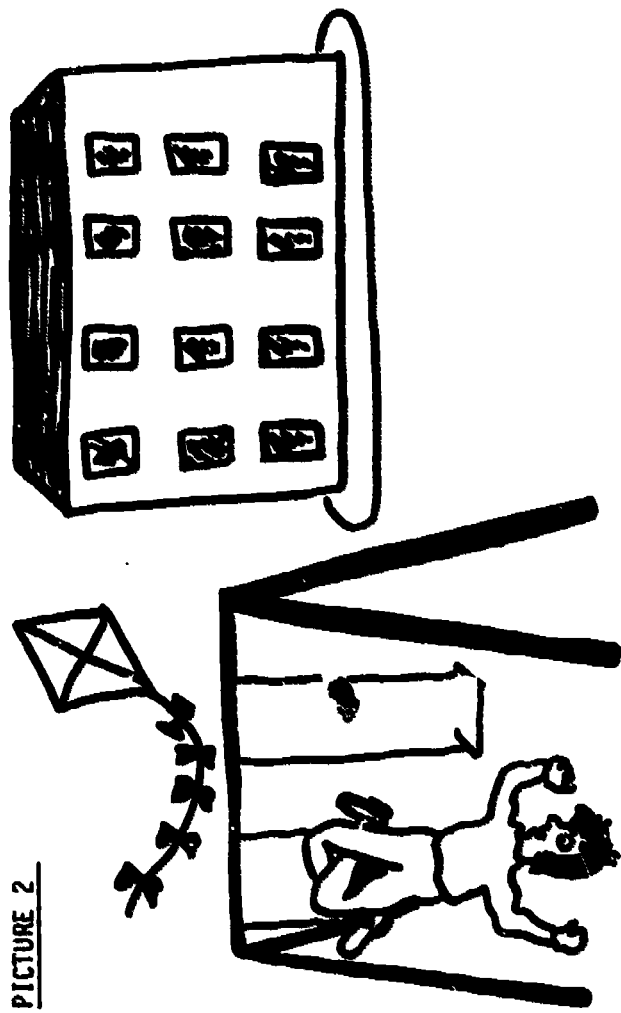
WE HAVE LEARNED HOW PEOPLE HELP US WHEN WE ARE HURT AND WHEN WE ARE LOST. NOW, WE ARE GOING TO TALK ABOUT HOW PEOPLE HELP US WHEN WE ARE SICK.

WHOM SHOULD YOU TELL IF YOU ARE SICK AT HOME? WHOM SHOULD YOU TELL AT SCHOOL? WHAT DO YOU NEED TO TELL THEM? (Probably responses: where you feel bad, when you began feeling sick, what someone has done for you, etc.)

Ibid.

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PICTURE 2



(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

- (8) Set up role-playing situations in which one plays the role of the sick child, and others the roles of the mother, teacher, nurse and doctor. Repeat with different pupils, situations and symptoms.
- (9) Have the pupils help you write an experience (experience chart) story titled "How People Help Us." Keep the sentences short. Have pupils read the story.
- (10) Develop additional activities on other people who help us (e.g., teacher, a friend, classmates).
- (11) Develop a discussion around the question: "What would happen if we didn't have (MP, doctors, etc.) to give us help?"

Reinforcement Activities:

- (1) Reread or replay (from tape) the story "Mike Gets Lost." Ask questions.
- (2) Have pupils prepare a page for their MYSELF booklet on "How People Help Me."

Example:

<u>How People Help Me</u>
People help me when I am hurt.
People help me when I am lost.
People help me when I am sick.
People help me to learn something.

- (3) Each day a pupil is absent because of illness, have the pupils write a note to him. (Give your assistance for those pupils who need it.)
- (4) Read, tape, or have pupils read the following books: How Doctors Help Us, How Schools Help Us. Ask pupils to retell the stories.
- (5) Role-play the stories in activity (4) above.

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(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

Ability and Assessment:

11. To infer that supervision over self is exercised by self and others.

WHAT DO YOU DO TO KEEP YOURSELF FROM GETTING TOO FAT (FROM BEING TIRED, FROM FIGHTING, etc.)? (Adjust area of control to assessee.) WHO TELLS YOU TO EAT LESS (EXERCISE MORE, TALK LESS, etc.)? DO YOU TELL YOURSELF TO EAT LESS (NOT HIT OTHERS, STAND UP STRAIGHT, etc.)? WHAT ARE SOME OTHER THINGS THAT YOU HAVE TO TELL YOURSELF TO DO? WHAT USHER PEOPLE TELL YOU WHAT TO DO? (Mother, father, teacher, etc.) WHAT ARE SOME THINGS THAT YOUR MOTHER (FATHER, etc.) SAYS YOU MUST DO (MUST DO)? WHY DOES SHE (HE) TELL YOU TO DO THAT? (Elicit: for my own good, to get things done, to help others, etc.)

Content-Development Activities:

- (1) Make a chart titled "In Charge of Myself" with the pupils. On the horizontal axis the chart will have the following column headings: Eating My Food, Going To Bed, and Choosing My Clothes To Wear. On the vertical axis have the days of the week. The chart will look like this:

In Charge of Myself			
	Eating My Food	Going To Bed	Choosing My Clothes To Wear
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

WAS THERE A TIME ON (a specific day) WHEN YOU ATE ALL YOUR FOOD (JUST ENOUGH FOOD, WENT TO BED, PICKED OUT YOUR CLOTHES TO WEAR) WITHOUT YOUR MOTHER OR FATHER TELLING YOU? THEN PUT A STICKER (see example below) IN THIS SPACE (indicate correct box).

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(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])



Example:

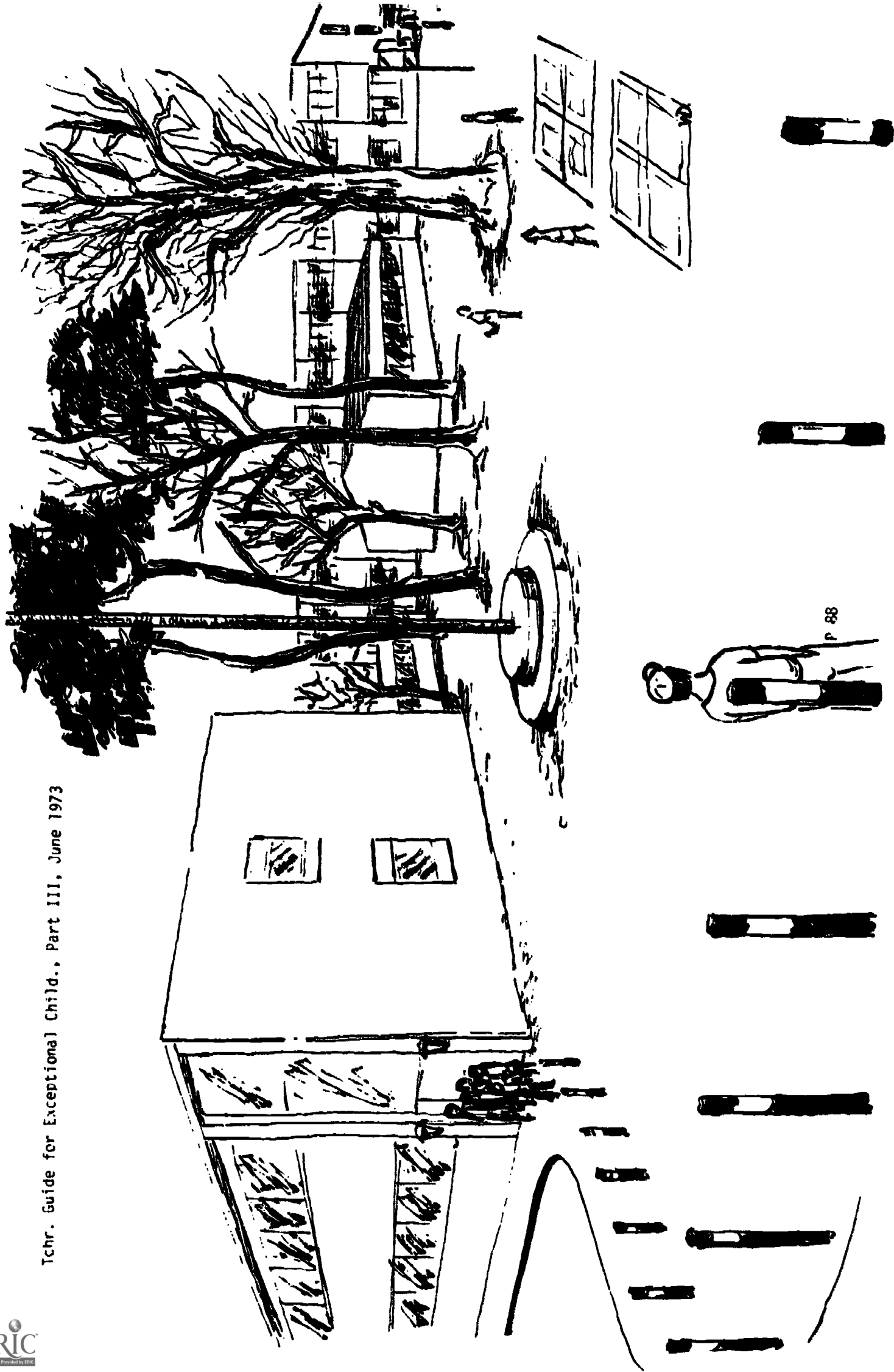
- (2) Review the rules developed by the class (Self-Assistance . . . , ability #1). Select one.
- JOHNNY, DURING OUR DISCUSSION YOU ARE IN CHARGE OF REMINDING ANYONE OF OUR RULE: E.G., WHEN SOMEONE TALKS WHILE SOMEONE ELSE IS TALKING, JUST TOUCH HIS/HER SHOULDER TO REMIND HIM/HER.
- Allow enough time for Johnny to exercise supervision.
- Following the above activity, establish that Johnny was acting as a "supervisor" or was "in charge" and that each of us, at times, assumes this role.
- Repeat activity using different rules and different situations.
- (3) Tell the following story:
- Sally and Frank were thirsty. They opened the refrigerator and found a carton of milk. Frank said, "I am thirsty, so I want all the milk." Sally said, "You can't have all the milk. I want some." When their mother heard them talking, she came to the kitchen and said, "I will take charge." She poured a glass of milk for Frank and a glass of milk for Sally.
- DID FRANK AND SALLY NEED TO HAVE SOMEONE IN CHARGE? HOW DID MOTHER HELP FRANK AND SALLY? WHAT MIGHT HAVE HAPPENED IF MOTHER HAD NOT TAKEN CHARGE?
- Establish that Mother had the "right" to be in charge which allowed her to settle the argument and that she helped Frank and Sally in two or three ways, e.g., she provided milk for both of them; she may have prevented a fight.
- (4) Role-play the situation in (3) above.

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(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

- (5) Have pupils tell about actual experiences where a supervisory figure was involved (MP, mother, father, teacher, etc.). Ask questions about the experiences, e.g.:
DID THESE PEOPLE HELP YOU? WHY DID YOU THINK THEY WERE FAIR (NICE) TO YOU? WHY? WHY NOT? WHY DO YOU SOMETIMES NEED PEOPLE TO SUPERVISE YOU?
- (6) Develop a chart showing pupils involved in various activities some of which require no external supervision, and some of which do require external supervision, e.g., picture of a child eating, picture of two children fighting.
SOMETIMES YOU ARE IN CHARGE OF YOURSELF. SOMETIMES OTHER PEOPLE ARE IN CHARGE OF YOU. LOOK AT THIS PICTURE (hold up a picture). WOULD YOU BE IN CHARGE OR WOULD SOMEONE ELSE BE IN CHARGE?
For older groups: Develop a two-column chart. One column should be headed "Times When We Need An MP." The other column should be headed "Times When We Do Not Need MP'S."
Ask students to relate experiences when they have needed an MP; have them describe times when they can act independently and do not need an MP. List the responses under the appropriate columns as the students give them.
Repeat the activity for other authority or supervisory figures (boss, teacher, work-study coordinator).
- (7) Show picture (enclosed).
THE YOUNG MAN LEAVING AGAINST THE POST HAS BEEN ASKED TO SUPERVISE (WAS PLACED IN CHARGE) OF THE PLAYGROUND ACTIVITIES FOR ONE PERIOD.
Ask questions such as the following:
WHAT ARE SOME OF THE THINGS HE CAN DO WHILE HE IS "IN CHARGE" OF THE PLAYGROUND? WHAT ARE SOME OF THE THINGS THAT THE PUPILS CAN DO (PLAY)? WHY DO YOU THINK THE POSTS ARE THERE? HOW MANY PUPILS ARE ON THE PLAYGROUND? HOW MANY PUPILS ARE COMING TO THE PLAYGROUND? ARE THEY ALL PUPILS? (No, one is a teacher.)

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(Self-assistance [abiding by rules and regulations and by seeking appropriate aid])

Reinforcement Activities:

- (1) Review the sections on providing aid and protection. Begin the discussion with questions such as:

WHAT ARE SOME OF THE THINGS THAT WE NEED HELP TO DO?
 CAN YOU REMEMBER WHAT WE DISCUSSED (LAST WEEK)?
 CAN ANYONE THINK OF ANYTHING ELSE YOU CANNOT DO BY YOURSELF?
 WHO ARE SOME OF THE PEOPLE WHO SOMETIMES TAKE CHARGE FOR US?
 NAME SOME WAYS THAT PEOPLE TAKE CARE OF US.
 HOW DO PEOPLE HELP US IF WE GET IN A FIGHT? (Elicit: keep us from getting hurt, etc.)
 WHO ARE SOME OF THE PEOPLE WHO SHOULD STOP US FROM BREAKING RULES? (Supervisory figures.)
 WHY SHOULD THEY STOP US?

- (2) Continue to permit students to be "in charge" or assume a supervisory role in the classroom, on the playground, or in other parts of the school.
- (3) Plan a simulation with the pupils: create a situation, develop a problem, select roles to be played. Allow enough time for several pupils to participate in doing the simulation.

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TRAVELINGAbility and Assessment:

2. To travel around the base and host nation communities.

JOHN, TELL ME HOW TO GET TO THE PX (YOUR HOUSE, THE HOSPITAL, THE INFIRMARY) FROM HERE. (Use a reference point that would require use of bus, strassenbahn, UBAHN, or any means of travel other than walking.)

Content-Development Activities:

- (1) WHAT THINGS SHOULD YOU PLAN BEFORE TAKING A SHORT TRIP? (Destination, transportation, location of pick-up points, etc.) WHAT IS A DESTINATION? WHAT KINDS OF DESTINATIONS HAVE ADDRESSES? DO YOU HAVE AN ADDRESS? WHAT IS INCLUDED IN AN ADDRESS IN A VILLAGE? (A number, street or building.)
- (2) On a map of the military post, point out two locations.
- NOW, WHAT KIND OF TRANSPORTATION IS AVAILABLE AND WHAT STREETS SHALL WE FOLLOW?
- (3) Discuss different ways of getting to places.
- HOW MANY PEOPLE HAVE RIDDEN ON BUSES? HOW MANY PEOPLE HAVE RIDDEN ON BUSES WHERE THEY HAVE HAD TO PAY A FARE? HOW DO YOU FIND OUT WHERE AND WHEN THE BUS GOES?
- (4) WHAT IS A STRASSENBAHN (UBAHN, UNDERGROUND, other host nation names for these means of transportation)? HOW MANY PEOPLE HAVE RIDDEN ON A STRASSENBAHN? WHERE CAN YOU BUY TICKETS? WHERE CAN YOU SIT? HOW CAN YOU FIND THE SCHEDULE OF THE STRASSENBAHN?

Use other examples such as bicycle and passenger cars.

Reinforcement Activities:

- (1) Provide a map of the community and mark the homes of the pupils in the class.
- (2) Plan and take the pupils on short trips around the base in a bus, around the community in a Strassenbahn and, if money is available, a ride in a host nation cab.
- (3) Take a trip to the post office and various buildings in or not far from the base.

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(Traveling)

- (4) Do a role-playing activity using a strassenbahn in the classroom. Have pupils play the roles of driver or conductor and passengers.

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MINORITIES STUDIES

The Armed Forces Dependents' Schools have taken vigorous action in developing resource material and study guides in minority and ethnic studies. USDESEA has compiled a list of multi-racial, multi-cultural resource materials for distribution to all schools in the theater. Resources for specific grade levels have also been identified and can be obtained from the minorities studies coordinator.

Unit plans and lesson plans have been developed by teachers and minority studies coordinators within USDESEA. These units and lessons examine the roles of specific members of minority groups, discuss the life styles of different groups, consider the political role of minority groups, point out the effect of urbanization on groups and offer methods of affirming the differences among groups.

In another theater, the Fort Benning Dependents' Schools have used a human relation workshop to develop a multi-ethnic curriculum guide. The guide and the report of its development are available from the Fort Benning Dependents' Schools, Fort Benning, Georgia.

The scope of the material in minority studies developed within the dependents' schools system offers the teacher a variety of resources. The following list should serve as an adequate guide for teachers wishing to develop lessons in the area of multi-ethnic studies.

Publications on minority studies available in the dependents' schools systems:

- (1) Black Studies Resource Books for USDESEA secondary schools.
- (2) Development of the Fort Benning Dependents' Schools Multi-Ethnic Curriculum Guide and Human Relations Workshop, Fort Benning Dependents' Schools, Fort Benning, Georgia, November, 1972.
- (3) Dr. George Washington Carver, Black American Scientist: A Unit on Minority Studies for Second Grade, compiled by Beatrice B. Waters, sixth grade teacher, Vandenberg Elementary (Wiesbaden).
- (4) Elementary School Black Studies Resource Book.

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- (5) Groups Are Great: A Unit submitted by Joy D. Griffith, third grade teacher, Frankfurt American Elementary School #1.
- (6) Minorities in American Politics: A Unit for Sixth Grade, submitted by the Minority Studies Coordinator in the Hessen District.
- (7) Multi-Racial--Multi-Cultural Resource Materials USDESEA SY 1972-73.

SEX EDUCATION

Sex education for the EMH pupil should be viewed within a context that stresses sexuality as part of interpersonal relationships, a biological process, a part of plant and animal growth and development, and responsible human social function. Within this framework the teacher can use abilities from several parts of the Guide to form the nucleus of his sex education program. The following list of abilities is recommended.

Science abilities:

- (1) To describe methods of reproduction for each major animal group, and for specific animals within any group (Animals, ability #11).
- (2) To infer that when plants reproduce, they produce other plants of the same kind, and to name some methods of plant reproduction (Plants, ability #7).
- (3) To name the basic parts of the body (Human Body, ability #1).
- (4) To identify physical characteristics of self, classmates, and others (Human Body, ability #4).
- (5) To identify changes and rate of changes that people undergo as they get older: height, weight, body changes, likes, interests, etc. (Human Body, ability #6).
- (6) To describe female reproductive organs and to describe their functions (Human Body, ability #26).
- (7) To locate male reproductive organs and to describe their functions (Human Body, ability #27).
- (8) To state how pregnancy occurs, and to describe several methods of avoiding pregnancy (Human Body, ability #28).
- (9) To describe fetal development (conception through birth) and the typical physical and emotional changes of the mother during pregnancy (Human Body, ability #29).

Personal-Social abilities:

- (1) To state his/her sex (Self-Awareness, ability #4).
- (2) To differentiate self from class members relative to sex (Self-Awareness, ability #8).
- (3) To differentiate self from the family (Self and the Environment, ability #4).
- (4) To identify the characteristics that are commonly associated with love (Self and Emotions, ability #5).
- (5) To recognize specific situations that cause emotional reactions (Self and Emotions, ability #7).
- (6) To infer that emotional reactions vary in intensity and duration (Self and Emotions, ability #8).
- (7) To describe ways of showing consideration for others (Interpersonal Relationships, ability #2).
- (8) To recognize and practice behavior that is socially acceptable (consider different cultures) (interpersonal Relationships, ability #5).
- (9) To recognize undesirable behavior (Interpersonal Relationships, ability #6).
- (10) To evaluate "socially acceptable behavior" in specific situations (e.g., when shopping at the PX, when waiting at the airport, when working in the classroom) (Interpersonal Relationships, ability #9).
- (11) To recognize ways of securing aid (Self-Assistance [abiding by rules and regulations and by seeking appropriate aid], ability #9).

The teacher will find additional sex education resources in the USDESEA Logistics Catalog (USDESEA Pamphlet No. 700-10) under the Health and Physical Education section.

The combined use of the abilities from this guide and materials presently available in the USDESEA system may provide a comprehensive sex education program for the EMM pupil.

(Personal-Social)

NOTES

DRUG EDUCATION

USDESEA has shared public education's concern about drug use and abuse in young people. This concern has prompted USDESEA to conduct several workshops and to develop a drug education curriculum for grades K-6, which is available to all teachers in the theater. Each district has developed guidelines and other materials for distribution to administrators and others in the field of education.

It is recommended that the drug education program for the exceptional child be based upon the existing drug education materials in USDESEA, supplemented by the following list of science and personal-social abilities and sub-units found in this guide.

Science abilities:

- (1) To infer that exercise helps to develop strong muscles (Human Body, ability #20).
- (2) To recognize which senses provide what information about the environment (Human Body, ability #22).
- (3) To infer the function of the human nervous system in transmitting messages (Human Body, ability #25).
- (4) To name some common ways to minimize illness, and to practice these ways of avoiding illness (Health, ability #12).
- (5) To recognize and differentiate nonprescription medicines, prescription drugs, and inoculations, and to state the purposes of each (Health, ability #15).
- (6) To identify some dangers of cigarette smoking (Health, ability #16).
- (7) To recognize the importance of regular exercise for good health (Health, ability #17).
- (8) To identify some signs of good health and to identify factors contributing to good health and healthy growth (Health, ability #18).

(Personal-Social)

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- (9) To practice (daily) routine necessary for keeping clean and healthy and for maintaining a balanced diet (Health, ability #19).

Personal-Social abilities:

- (1) To recognize specific situations that cause emotional reactions (Self and Emotions, ability #7).
- (2) To infer that emotional reactions vary in intensity and duration (Self and Emotions, ability #8).
- (3) To recognize undesirable behavior (Interpersonal Relationships, ability #6).
- (4) To evaluate "socially acceptable behavior" in specific situations (e.g., when shopping at the PX, when waiting at the airport, when working in the classroom) (Interpersonal Relationships, ability #9).
- (5) To identify people who provide aid (Self-Assistance [abiding by rules and regulations and by seeking appropriate aid], ability #8).
- (6) To recognize ways of securing aid (Self-Assistance [abiding by rules and regulations and by seeking appropriate aid], ability #9).
- (7) To infer that supervision over self is exercised by self and others (Self-Assistance [abiding by rules and regulations and by seeking appropriate aid], ability #11).

Teachers of the EMH in USDESEA have developed drug education units. These should offer suggestions for the teacher who is designing his own drug education program.

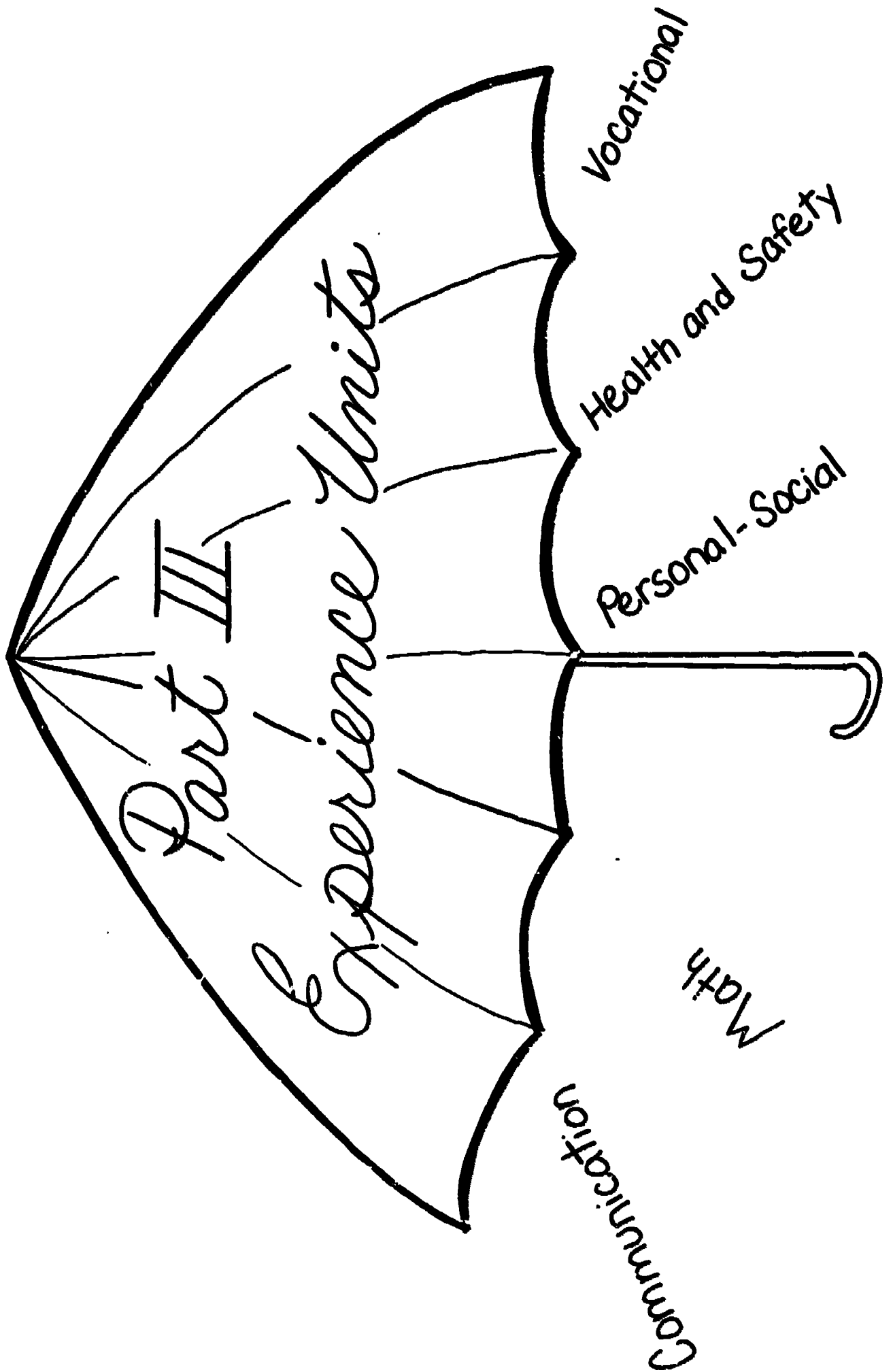
The combined use of the USDESEA Drug Education Curriculum, the adaptation of the selected abilities from this guide, the units from this guide, and drug education publications available in USDESEA will enable the teacher of the EMH at any level to structure the appropriate drug education program for his class.

(Personal-Social)

NOTES

Units developed by USDESEA teachers of EMH pupils:

- (1) A Sub-unit on Drug Use and Abuse for Senior High EMH Students: field-tested at Wiesbaden High school (refer to Part III, Unit Section). (This sub-unit was adapted from the K-6 Drug Education Program.)
- (2) The Use and Abuse of Drugs, compiled by a group of secondary teachers at the 1972 USDESEA Curriculum Guide Workshop (refer to Part III, Unit Section).



INTRODUCTION

The unit method of teaching is used in many settings, for many purposes, and, accordingly, has widely diverse contents and structures. There is no single way to develop units applicable to all situations; however, there are common elements or procedures which help the teacher to organize the content of the unit, sub-units, and lessons related to it. These common elements suggest the following definition: THE UNIT IS A SERIES OF LEARNING EXPERIENCES ORGANIZED AROUND A CENTRAL THEME OR PROBLEM THAT FOCUSES UPON THE LEARNER'S INTERESTS AND PERSISTING LIFE NEEDS.

The unit approach can bring together various strands within the curriculum. Reading, mathematics, science, spelling, for example, can become elements in the resolution of immediate problems rather than ends in themselves. This does not mean that these tool subjects should not be taught as separate entities. The methods must be balanced, for unless sufficient time is devoted to teaching these skills, unit teaching will become frustrating and boring to the student in the upper intermediate and secondary levels.

Reading cuts across all strands of the curriculum. Many students in special classes today are reading below expectancy levels. Remedial programs should be made available to these students. Unit lesson plans should include motivational activities for remedial teaching purposes.

The unit of work may range in duration from a few weeks to months depending upon the importance of the topic. In fact, some general unit topics such as ORIENTATION TO THE WORLD OF WORK can be developed over a period of years. More specific themes or sub-units such as Job Requirements can be covered in shorter periods.

The sections following are suggestions on developing experience units, preparing lesson plans, a unit format, and sample lessons.

THE EXPERIENCE UNITNOTESDEVELOPMENTAL STEPS FOR WRITING EXPERIENCE UNITS*

Many teachers write units by first briefly noting the major points to be covered. Others develop an outline of content and resources relevant to a particular topic. Although some teachers may teach a successful unit despite minimal planning, this increases the chances for error. It is also likely that the unit will be less comprehensive than if a major investment had been made in planning it in advance.

While the process of systematically developing units may be time consuming, it becomes less difficult as the teacher acquires skill in writing units. The approach proposed in this guide is not necessarily unique. It suggests that the teacher complete prescribed steps in the process, which is divided into two areas: preliminary steps and lesson plans.

The purposes of the preliminary steps are to test the potential of the unit topic in relation to its possible contribution to the instructional program, and to assist the teacher in generating ideas relevant to teaching the unit. If a teacher encounters considerable difficulty in completing a particular preliminary step, it may be that the unit topic is too vague. It is important to determine the potential of a unit prior to devoting considerable time to writing lesson plans. If a unit topic proves to be inappropriate, it is best not to teach it as a separate unit. Instead, the most relevant aspects of the topic can be taught as sub-units and lessons. Each of the preliminary steps is designed to lead the teacher through a series of tasks which will increase his knowledge of the unit topic and to prepare him for the actual process of writing lesson plans.

DEVELOPMENTAL STEPS FOR THE CONSTRUCTION OF EXPERIENCE UNITSPreliminary Steps

- I. RATIONALE: Select the unit you plan to teach. (What are the reasons for teaching this particular unit at the present time?)

*Adapted from Guidelines for the Development of Life Experience Units, by Edward L. Meyen, University of Iowa, 1968.

(The experience unit)

NOTES

A. When selecting a unit, you should consider the contributions that the unit can make to the total curriculum.

1. Review the units that have been taught previously.
2. Concern yourself with the needs of the class and its strengths and weaknesses in different core areas.
3. Refrain from teaching more than one unit with major emphasis on the same core simultaneously, since you will devote a part of each day to teaching reading, mathematics, etc.

B. State your rationale in a broad descriptive statement.

1. It should reflect the basic reasons for teaching the unit.
2. The statement should also suggest the major results expected from that unit.

II. SUB-UNITS: A sub-unit is a fairly specific topic which is closely related to the basic theme. For example, Food Safety Signs, Base Facilities, and I.D. Cards are specific sub-unit topics related to the basic theme, LIVING IN OUR AMERICAN VILLAGE. Cooking (making applesauce, cookies, etc.) is a specific topic related to the basic theme, FOODS.

A. At this stage the actual generation of a resource of ideas about the content and direction of your unit begins. These sub-units will later represent collections of possible lessons. It is also quite probable that many sub-unit topics will be deleted as planning progresses.

1. This is the first test of the potential of the unit topic. If it is difficult to develop a list of more than five sub-unit topics, then the basic theme is probably too narrow.
2. This is the key step in reducing later efforts. Two or more lessons can easily be developed on each sub-unit. If the teacher can identify sub-units relevant to the basic theme, then the lessons suggested by the sub-units will be interrelated.

(The experience unit)

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B. Determining Sub-units:

1. The sub-units should reinforce the basic unit.
2. Sub-units can be used to strengthen core areas in which the basic units show evidence of being weak.
3. Make a list of possible sub-units to facilitate the organization of learning experiences and activities pertaining to the unit.
 - a. First, list sub-units in random order, as they occur to you.
 - b. Then re-order your sub-units into a sequential pattern.

III. GENERAL ABILITIES: The general ability statements should suggest areas in which lessons can be developed, but they should not be as specific as the instructional objectives which will appear in the lesson plans. The purpose of this step is to ascertain the comprehensiveness of the unit through ability statements related to the unit topic. (What are the major goals of the unit?)

A. Use an outline to state abilities.

1. State the abilities.
 2. Following the ability statements, briefly list information that helps convey the intent.
- B. Remember the ability level of the class members when writing the objectives.
- C. The ability statements will later serve as a guide for the selection and development of lessons.

IV. CORE ACTIVITIES:

- A. It is important that the core areas be well represented in each unit. The teacher is requested to list specific activities he might use to teach reading, mathematics, personal-social, safety, health, and work skills. Later, when writing sub-units or lesson plans,

(The experience unit)

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the teacher can refer to the listing of general abilities and activities of core areas in selecting activities for individual lessons.

- B. In organizing activities it is helpful to list random activities related to your basic unit, then categorize them according to basic core areas in sequential order. Arrange activities in some order convenient for use. Review each core area and delete duplications. Also, check to be sure they are properly categorized by core areas. Compare the activities with the pattern of sub-units developed in Step II. Again, the purpose is to generate ideas on activities and techniques so that a resource is available when writing lesson plans.

RESOURCE MATERIAL:

- A. Compile a list of resource material and people for possible use in teaching the unit.
- B. There is generally an unlimited supply of materials for any given unit topic. These materials are available in many forms and from various sources.
1. Free and inexpensive materials are available from commercial companies and listings from the USDESEA catalog.
 2. Field trips should be planned.
 3. Visual aids, films, records, magazines, newspapers, and disposable items may also be used to reinforce concepts.
 4. The construction of model stores, banks, a post office, etc., in the military community, for example, may be used when they facilitate the understanding of a concept.
- C. Resource people may be brought into the classroom for demonstration, discussion, evaluation, or motivational purposes.
1. Resource people may be used to advantage prior to or immediately following a field trip.
 2. Visits by resource people provide opportunities to evaluate the pupils' oral discussion.

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3. Use of resource people

- a. The visitor should understand who his audience is.
- b. The assignment should be clear. It may be helpful to provide resource people with a list of questions in advance.
- c. The pupils should be prepared for the visit.
- d. The pupils' understanding of the discussion should be assessed in a follow-up lesson.

VI. TEACHING STRATEGIES: (Refer to Part IV of the guide. The teacher may cross-reference the activities as she plans the units, sub-units, and lessons.)

VII. VOCABULARY:

- A. One of the principal contributions which an Experience Unit should make to the pupil's education is that of helping him develop a useful vocabulary. This vocabulary list should include words which are relevant for speaking, writing, listening, and reading.
- B. A basic list of words, which are particularly relevant to the unit topic, should be compiled.
 1. Be alert for opportunities to integrate these words into lessons in meaningful ways.
 2. Allow for frequent written and spoken repetition of the vocabulary words based on the various ability levels of the pupils.
 3. Provide opportunities for the pupils to use these words.
 4. Provide opportunities for review of vocabulary words previously introduced which teaching other units.

Summary

If the preliminary steps have been well developed, the teacher should have a resource of ideas regarding the content and scope of the unit from which to draw when writing lessons. The steps are designed to require the teacher to test the potential of the theme while preparing the unit.

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At this point each step should be reviewed in terms of its contribution to the lessons which need to be developed. The cumulative effect of completing the various steps should be kept in mind as each step is reviewed individually.

- Step I. Rationale--should help the teacher to bring into focus the overall purposes of the unit.
- Step II. Sub-units--will be helpful in determining the scope of the unit. If the list of sub-units contains fewer than five specific topics, the unit theme may be too narrow.
- Step III. Abilities (Objectives)--intended to serve as a basis for writing individual lessons. The listing of abilities compiled in this step will provide direction for the development of abilities or objectives to be included in the lesson plans.
- Step IV. Core Activities--designed to aid the teacher in generating ideas for activities and teaching strategies to teach core area skills.
- Step V. Resource Material--should have resulted in the selection of resources relevant to the unit theme. Some units may make considerable use of field trips and resource people, while other units will rely more on resource materials. The more a teacher knows about the community, the more meaningful this material will be.
- Step VI. Teaching Strategies--refer to Part IV of the guide.
- Step VII. Vocabulary--this step was placed last so that the teacher would know the general scope of the unit before attempting to build a vocabulary list. Teachers will want to make frequent additions to this list as the unit is taught.

Having completed the seven preliminary steps, the task of writing the lessons should be relatively easy. Teachers will want to make frequent reference to the various preliminary steps as they enter the lesson writing phase. The major purpose thus far has been to maximize the teacher's knowledge of content and methodology most relevant to the selected unit topic.

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PREPARING LESSON PLANS

The preliminary steps focussed on evaluating the unit topic in terms of appropriateness and potential, and generating a resource of ideas on the unit topic. Having completed the preliminary steps, the teacher is better prepared to incorporate the unit content into the curriculum than if he had begun to develop the unit by writing lesson plans.

The approach proposed in this section places considerable emphasis on lesson design. Teachers are encouraged to write out the lessons in advance. This does not mean that each lesson should be written exactly as the teacher anticipates it will be delivered in class. Rather, the lessons should be sufficiently descriptive so they are meaningful to other teachers. They should also be written so that the teacher, in reviewing the unit a year or more later, will be able to determine the basic information, concepts, and skills emphasized in the unit.

If the planned unit is likely to require 4-6 weeks to teach, it may be advisable to write the first 10-15 lessons in detail, and merely to outline the remaining lessons. Once the unit is underway, and it is possible to anticipate whether or not you have overlooked any major area of content in your preliminary planning, the remaining lessons can be developed.

WRITING LESSON PLANS

Suggested Format

SUB-UNIT TOPIC:

SCOPE OF LESSON(S): 1. _____

(teacher
objectives)

2. _____

3. _____

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Column I INSTRUCTIONAL OBJECTIVES	Column II ACTIVITIES	Column III RESOURCE MATERIALS	Column IV TEACHING STRATEGIES
---	-------------------------	-------------------------------------	-------------------------------------

1. _____
2. _____
3. _____

SCOPE OF LESSON STATEMENT AND COLUMN I

Scope of lesson and instructional objectives

The Scope of Lesson statement and Column I of the lesson plan format refers to "Scope of Lesson" and "Instructional Objectives." This approach has been selected because it gives a general description of the lesson to be taught, as well as the specification of the behavior of the students which hopefully will be changed as a result of the lesson. Although the "Scope of Lesson" and the "Instructional Objectives" require two distinct functions from the teacher when writing the lesson, they are interrelated to the degree that they are completed as one task.

Scope of Lesson: The purpose of stating the "Scope of Lesson" is to require the teacher to decide the general content of each lesson prior to stating specific instructional objectives or selecting activities. Once the scope of the lesson has been decided, the alternatives relevant to objectives, activities, and resources have been narrowed. It should be noted that you may need to develop a number of lessons which are not initially reflected in the general abilities. Thus, in developing lessons, don't restrict yourself to the topics implied by the ability statements in Step III; situations will probably occur which will cause your unit to move in a direction you had not anticipated. Often, these shifts are creative responses between the teacher and learner.

In stating the scope of the lesson you are actually writing a reminder to yourself as to the content of the lesson. In the following example, you will note that the "Scope of Lesson" relates to

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teacher objectives. The differences are that it relates to the total lesson, does not focus on the individual student, and is placed in a context which suggests that it is written for you, the teacher.

Example:SCOPE OF LESSON (Teacher Objectives):

1. To introduce the students to examples of rules.
2. To stimulate thinking relative to the consequences of breaking rules.

Column I

INSTRUCTIONAL OBJECTIVES

1. Given a specific situation relating to classroom rules, the student will identify two of the rules.
2. To name people who help us make rules for the classroom and the school.
3. To predict the consequences of breaking one (or two) of the rules made by the class members.

Although the statements should be kept brief, they should cover the major content, concepts, and/or skills which you anticipate teaching through the lesson. For many classes of students with learning problems a lesson will focus on only a single concept. As a result, the scope of the lesson statement will be very brief. With more advanced students their attention span will be longer and their comprehension better; thus, the scope of the lesson may be comprised of three or four major statements.

The advantage of identifying the scope of the lesson is that it helps you keep the lessons relevant to the unit theme. You can review the "Scope of Lesson" statements for 10 or 15 lessons and have an immediate check on whether or not you are keeping within the realm of your sub-unit theme. Write the scope of lesson statements as notes to yourself. Say to yourself, "I am going

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to . . . teach, introduce, review, present, orient, establish, stimulate, etc." then proceed to indicate the information, concept, or skill involved.

Instructional Objectives (Ability Statements): In Step III of the preliminary steps it was suggested that you identify the ability statements for the unit. While you were encouraged to be explicit, the point was made that in the preliminary planning you were concerned primarily with the overall unit and not individual lessons; it was permissible to be general in the statement of abilities. However, in stating instructional objectives (abilities) for particular lessons the circumstances change considerably. It now becomes necessary to be very specific in writing objectives.

The instructional objectives determine all aspects of the lessons. They provide the basis for selecting activities as well as resource people. Unless the objectives are well stated, the teacher will probably teach the lesson with only a vague idea of what the students should gain. Well designed objectives are necessary for every lesson. The cumulative effect of stating instructional objectives for each lesson throughout a unit has its greatest impact in the realm of assessment. In essence, the instructional objectives serve as the criteria for assessing pupil progress. These objectives should describe what the student should know or be able to do as a result of participating in the lesson. The object should focus on the learner, not the teacher. In developing lesson plans, the instructional objectives serve as the basis on which the lesson is built.

Teaching is aimed at changing the behavior of the student. "Behavior" is the performance of the child. In other words, if you have been successful in teaching a particular concept to the student, then there should be some change in what the student is now able to do. This change may be reflected in his performance of selected tasks. The objective may be to teach the child to count 5 objects. You must, therefore, structure activities in which the child is called upon to count 5 objects. Then you can determine whether or not the objective has been met.

Suggested steps for writing instructional objectives for Experience Units

1. Identify the specific behavior you wish to establish and determine the level of performance which you will accept as successful attainment of the objective. For example, if you are teaching the use of the telephone to a primary age group, the desired behavior may be to have the students successfully dial their home phone numbers.

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2. The instructional objectives should suggest the conditions under which the desired behavior should occur. For example, if you write John's phone number on the chalkboard and then ask him to dial the number, this is a less difficult task than asking him to recall his phone number and dial it accurately. An additional task would be involved if you merely gave him a person's name and asked the student to call him. In this case the student must also be able to use a telephone directory. The student who is capable of handling the latter situation is performing at a level higher than the child who can only manage to complete the first example. Therefore, the teacher should make the instructional objective explicit so that the conditions under which the task is to be performed is also obvious.
3. In stating the instructional objective, use phrases such as "given a (situation)" . . . , "to . . . discriminate, identify, recognize, infer, classify, etc." You may want to write your instructional objectives to include the task, the materials, the conditions under which the pupil is to perform the task, and the degree of accuracy which you expect the student to perform the task.
Examples of instructional objectives:
 - Given an example of a social situation and weather conditions, the pupil will choose appropriate clothing in three out of four trials.
 - To show competence in check writing and bank book balancing by performing the assorted operations satisfactorily in a testing situation.
 - To demonstrate understanding of the concepts of tallest, shortest, and middle-sized by choosing appropriate objects.
 - To name a body part from a description of it.
4. If you are to ascertain whether or not the students have attained the skill, it will be necessary to assess their performance. Before each unit is completed, it will be necessary to repeat your assessment (instructional objective) statement to determine if the students have attained the objective. In many cases, the assessment can take place through observation and other informal means of evaluation, such as role-playing.

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REFERENCES

The following references will be helpful to special class teachers in developing instructional objectives:

- Bloom, B.S. (Ed.) Taxonomy of educational objectives--Handbook I: Cognitive domain. New York: David McKay, Inc., 1956.
- Lynch, W.W. Instructional objectives and the mentally retarded child. Bulletin of the Indiana University School of Education, March, 1967, 43 (2).
- Mager, R.F. Preparing instructional objectives. Palo Alto, Ca.: Fearon Publishers, 1962.

COLUMN II

ACTIVITIES

The direction of the lesson has been determined by the instructional objectives. The task now is one of designing activities which can be used to carry out the objectives of the lesson.

Conditions to be met when selecting activities

1. The selected activities must teach specified instructional objectives. This does not mean that additional information or skills cannot be taught. Rather, it is to reinforce the point that the objectives determine what is to be accomplished through the lesson, and the activities represent how the material is to be taught.
2. The activities must be commensurate with the abilities of the pupils. Many activities are not successful with pupils because the task demands involved are too difficult for them. The teacher must know the ability levels, how to process the information, and the cognitive dimensions of the task(s) being presented for various pupils or groups (task analysis).

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3. Certain unit topics lend themselves to teaching information and skills in one core area, and contribute a few opportunities to present learning tasks related to other core areas. The teacher should take advantage of this situation. For example, if a lesson on Spending My Allowance is being planned, the teacher will want to select a number of arithmetic activities. The selection of activities must also be geared to the abilities of the pupils in the different core areas.
4. Plan for evaluation. Since the activities column is used in this section for recording how the lesson is to be taught, reference should also be made to assessing what is taught. Some activities in a teaching sequence are evaluative in nature--for example, asking pupils to list specific information related to a task. In other cases the teacher may not record assessment techniques for each lesson; however, he should make a practice of assessing pupil performance. Restating the instructional objective (ability statement) should serve as a guide.

COLUMN III

RESOURCES

Column III should be used to identify the resources you plan to use in your lessons. The selection of resources will depend on the activities which have been planned. It is important that the resources in the lesson plan appear by the activity in which they are to be used and that they be well documented. The latter involves including all necessary information requested to order a film, book or other instructional material. In the case of field trips the place, address, and key contact person should be specified. Resource people should be listed by name and address, or if you are mainly interested in using a person representative of a particular occupation, merely listing the occupation would be sufficient in the planning steps.

COLUMN IV

TEACHING STRATEGIES

Teaching Strategies are listed in Column IV by title and cross-referenced to the appropriate page number in Part IV of the Guide. The suggested strategies are descriptions of various techniques which should make teaching and learning more effective.

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EXAMPLES OF EXPERIENCE UNITS, SUB-UNITS, AND LESSONS

There is no single structure to suit all units. In the authors' opinion, however, some features of unit teaching are appropriate for use with children and youth who have intellectual deficits and/or learning problems. The format suggested in this guide outlines procedures to follow in developing an experience unit for such students.

The guide includes examples of three units which have been developed to illustrate all features of a general experience unit topic, and four sub-units which include one or more lessons. Each lesson may require more than one class period to complete.

The unit, sub-units, and lessons may be taught in a special class. The lessons may also be appropriate for use in the resource room to motivate students in a concrete learning situation, e.g., making applesauce. In addition, if the resource room teacher's role includes working with the regular classroom teacher on the subject or content areas of the regular class, information about unit teaching will be helpful. The majority of regular classroom teachers have had experience in unit teaching. However, planning lessons for students with learning problems in the regular classroom requires special training. The resource room teacher can share her unique experiences and insights to assist the regular classroom teacher in designing appropriate activities for exceptional children.

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NOTES

WAYS WE MOVE*

Primary and Intermediate Levels**

I. Rationale

Children in the primary grades often have problems in gross motor activities, such as running and jumping, and in sensory motor activities, such as body spatial organization and direction. They have not yet learned to control their actions and have little understanding of how their bodies can move. Unless these skills are developed in the early years of a child's life, problems in academic areas may be noted later in his school career.

Before a study of mechanical means of moving people and things is undertaken, it is felt that the child should have developed body concepts as they relate to movement. The Learning Disability Teacher and the Primary Teacher can work together to develop this unit starting at human movement and working through primitive modes of transportation to transportation in the Space Age.

II. Sub-units

- A. Gross Motor Activities
- B. Body Localization/Abstraction
- C. Body Spatial Organization
- D. Directionality/Laterality
- E. Transportation Before the Wheel

*This unit was submitted by Susan Hayes, Torrejon Elementary School.

**This unit includes developmental levels and concepts appropriate for secondary age students. Some adaptations are necessary for older students.

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F. The Invention of the Wheel

G. Simple Wheeled Vehicles

H. Animals as Transportation

I. Boats and Ships

J. Trains

K. Cars

L. Trucks

M. Airplanes

N. Military Transportation

O. Using Public Transportation

P. Jobs in Transportation

Q. Space Transportation

R. Transportation in the Future

III. General Abilities

To further develop the ability:

A. To recognize and control body actions.

B. To identify parts of the body of self and others.

C. To respond to and use directional terms.

D. To recognize the types of transportation used before the invention of the wheel.

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E. To recognize the significance of the invention of the wheel on all forms of transportation throughout history.

F. To recognize the purpose and use of various forms of transportation.

G. To be aware of the many jobs available in the transportation industry.

H. To use public transportation.

I. To recognize the possible development of transportation in the Space Age.

IV. Core Area ActivitiesA. Communication

1. Point to and name body parts on self and others.
2. Play "Simon Says" using directional terms.
3. Write or tell a story relating to a mural depicting primitive life and travels.
4. Read, listen to, and write poems and stories about various means of transportation.
5. Use pantomime to show various jobs in transportation.
6. Use experience chart stories to record actual trips by bus, car, plane, train, etc.
7. Learn to read and understand the directional and safety signs related to transportation.
8. Discuss television coverage of space flights.
9. Tape record and identify transportation sounds--use for auditory discrimination.
10. Make a film strip--by requesting that slides not be cut apart when processed--and then a tape recorded narration of field trips.
11. Label paintings, drawings, collages, etc.

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12. Make a scrapbook of cars, planes, etc.
 13. Write letters to industries requesting photographs and information.
 14. Use the school library to gather books, film loops and records.
 15. Draw and label pictures depicting the different kinds of transportation methods used in the U.S. and abroad--i.e., oxen or donkey carts/ panel trucks.
- B. Arithmetic
1. Develop a time line for transportation's major inventions.
 2. List and count number of types of transportation.
 3. Compute fares for local and imaginary trips.
 4. Use a calendar to show seasonal transportation, i.e., plows, sailboats, skis, dog sled, etc.
 5. Learn to recognize license plates of American cars for hitchhiking which is condoned and encouraged on this base.
 6. Visit flight airline and count types and purposes of aircraft serving the base.
 7. Set up an observation post to count types of vehicles passing the school. Compare on a graph.
 8. Get a photograph or mock up of a control panel of an airplane or car and observe and discuss the variety of ways numbers are used.
 9. Have children keep a record of how many different modes of transportation they use in a given period.

(The experience unit)NOTESC. Personal-Social

1. Invite an Air Policeman to school to talk about the role of the pedestrian on base.
2. Invite the Supply Sergeant to talk about the kinds of transportation used to carry supplies with him when he goes to the warehouse to pick up supplies.
3. The class could write and produce a play about one aspect of transportation and share it with a few other classes.
4. Visit the automotive shop and have high school students explain the basics of engine design.
5. Develop courtesy standards for use on public transportation and then take a trip downtown to practice them.
6. Practice body movements in a crowded area--help students to see the need to be aware of the possible ways their actions might be hazardous or cause confusion.

D. Health and Safety

1. Learn to recognize common international signs--especially those connected with pedestrians and bicycling.
2. Ask nurse to do a short program describing the need for good food, rest, and exercise if bodies are to function properly.
3. Have Air Police set up a bicycle safety program on school grounds.
4. Base Safety Officer could be invited to discuss safety procedures.
5. Go for a walk in the shopping center and point out signs and the student's responsibility as a pedestrian.
6. The learning disabilities teacher can demonstrate body movements in classroom. Use USDESEA program distributed by Don DeVona as a possible start. Valett also provides may ideas (see Resources below).

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E. Vocational

1. List jobs in transportation in both military and civilian life.
2. Visit various base locations to see vehicles in use.
3. See films, filmstrips, read books, etc., of jobs in the transportation industry.
4. Simple uniforms (hats, badges, etc.) could be constructed and a transportation center developed in the classroom. Children could take turns being passengers and workers.
5. Invite fathers to classrooms to discuss their part in flightline activities; then visit them at work, if possible.

V. Resources

A. Children's Books

- Alexander, A. Boats and ships from A to Z. Chicago: Rand McNally, 1961.
- Anderson, W.R. First under the North Pole. World Publishing Co.: Cleveland.
- Asinov, I. ABC's of space. New York: Walker & Co.
- Bate, N. What a wonderful machine is the submarine. New York: Charles Scribner's Sons.
- Branley, F.M. A book of moon rockets for you. New York: Thomas Crowell Co.
- Branley, F.M. A book of satellites for you. New York: Thomas Crowell Co.
- Elting, M. Trucks at work. Irving-on-Hudson, N.Y.: Harvey House, Inc.
- Goodspeed, J.M. Let's go to a garage. New York: G.P. Putnam's Sons., 1957.
- Gottlieb, W.P. Jets and rockets. New York: Scott Foresman.

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Greene, C. I want to be a train engineer. New York: Children's Press.

I want to be a truck driver.

I want to be a space pilot.

I want to be a pilot.

I want to be a bus driver.

I want to be a ship captain.

Kohn, B. The look-it-up book of transportation. New York: Random House, 1968.

Lindop, E. George Washington and the first balloon flight. Chicago: Albert Whitman Co., 1964.

Oppenheimer, J. Have you seen boats. New York: Young Scott Books.

Watts Publishing, New York

Hamilton. The first book of trains.

Bendick. The first book of automobiles.

Bendick. The first book of airplanes.

Zaffo, G.J. The giant nursery book of things that go. New York: Doubleday, 1959.

Zaffo, G.J. The giant nursery book of travel fun. New York: Doubleday, 1955.

8. Teachers' Books

Arbuthnot, M.H. Time for poetry. Chicago: Scott Foresman.

Valett, R.E. The remediation of learning disabilities: A handbook of psychoeducational resource programs. Belmont, Ca.: Fearson Publishers.

USDESEA Guides and supplementary pamphlets distributed by the Physical Education Coordinator.

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C. Film Loops

Eating Film Loops; Cambridge, Mass. 02140

- 105 Fast and Slow
- 106 The Flow of Movement
- 107 The Force of Movement
- 108 Movements Large and Small
- 109 Moving At Different Levels
- 110 Moving In Many Directions
- 111 Agility
- 113 Balance
- 114 Coordination
- 115 Flexibility
- 141 Weight Transference

D. Filmstrips/Films

None in the area of transportation for primary grades are listed in our school. I am sure, however, that there are some listed in German IMC.

E. Tapes

Familiar Sounds--Developmental Learning Materials, Niles, Ill.

F. Record/Book

To the Moon. New York: Time/Life, Inc.

G. Photographs for Core Area Activities*

1. Communications

Fireman and Fire Engine

*Photographs taken at Torrejon Air Base.

NOTES

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2. Arithmetic

Control tower
Airplanes (4 photographs)

3. Personal-Social

Transportation Warehouse
Milk in Storage
Checking Engine Parts (2 photographs)
Waiting for a Flight at Base Ops.

4. Health and Safety

Commissary
Bachelor Cooking Class
Nurse at Hospital (2 photographs)
Dental Care
Visiting the Hospital
AP Directing Traffic
AP Directing Traffic at the Main Gate
Air Rescue Cooperating with Fire Dept. to Put Out a Fire
Sparky the Fire Dept. Mascot
Fire Dept.
Putting an Engine while Wearing Safety Equipment
Putting Out a Fire

5. Vocational

Base Engineer at Work
Control Tower (2 photographs)
Checking Out a Plane (2 photographs)
Checking Out an Engine
Communication Center
F-4s on the Flight Line

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NOTES

VI. Teaching StrategiesA. Role-playing

1. school bus driver
2. crew of MAC flight
3. school crossing guard

B. Bulletin Boards

1. pictures of fathers at work in transportation area
2. string match pictures of people in uniform with the type of transportation with which they work
3. pictures, stories, poems, etc. that children have developed

C. Learning Centers

1. Have a variety of modes of transportation pictures set on a table with a tape recorder.
Have children tape stories as if using or driving the vehicle.
2. On sheets, have children tally costs of imaginary trips with information teacher supplies.
3. Have children create pictures or figures from materials supplied in Art Center.

D. Experience Charts

1. Write stories or poems on a form of transportation.
2. Chart observations of field work.
3. Keep a record of information gathered on field trips.

E. Flannel/Magnetic Board

A variety of magazine pictures can be used to create materials for use in developing creative stories.

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NOTES

VII. Vocabulary

Speaking/Listening:

gallop	throat	calf	sail
skip	chest	ankle	track
smooth	torso	among	station
quickly	wrist	caveman	cargo
forehead	elbow	dinosaur	job
eyebrows	arm	sled	driver
eyelashes	leg	cart	trailer
cheek	knee	panel truck	engineer
chin	forearm	pickup truck	steward
nose	hip	tanker	stewardess
mouth	waist	flat	taxi
neck	thigh	caboose	module
		engine	transportation

(The experience unit)

NOTES

Reading/Writing:

right

left

above

below

in

out

up

down

around

beside

between

wheel

truck

car

airplane

jet

pilot

(The experience unit)

Lesson: COMMUNICATION

Scope of lesson: 1. To teach letter-writing skills.

2. To encourage children to seek information in sources that are relevant to their needs.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCES	TEACHING STRATEGIES (Part IV)
1. To identify sources of information for the study of transportation.	1. Begin by showing photographs or calendars from an industrial source such as an airline. Encourage children to name other possible sources. 2. Discuss possible ways of getting these sources to give us more photos and information.	calendar photographs booklets from industry	p29
2. To complete a letter requesting information and photographs from the transportation industry.	3: Using correct form. Write a letter together. Teacher puts copy on board or chart paper. Children make individual copies, address envelopes and mail. (Franked envelopes can be obtained at office--this is an educational project.)	addresses of a variety of companies--easy to obtain from magazine advertisements	p30 p40 p46

(The experience unit)

Lesson: ARITHMETIC

Scope of lesson: 1. To acquaint children with the base hitchhiking facilities which are available.
2. To help children to discriminate American cars from all others.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCES	TEACHING STRATEGIES (Part IV)
1. To walk to base hitching area from the school, from PX and from the gym.	1. Start discussion by determining how many and which children know where the hitching area is located. Have children explain how to get there.	base map (enlarged)	p31 p80
	2. Using a large base map, color route from school, PX and gym to hitching area.		p29
	3. With children as guides, walk to area-- spend time while there trying to discriminate American cars.		p31
2. To recognize American license plates.	4. In the classroom, use life-size models of plates to test discrimination. On this base all American cars have the 3rd numeral -- zero in 8 series--Germany--green plates-- Italy AF1 is printed on plates. Children could have cards saying "yes" and "no"-- when the teacher holds up a plate, the children signal their response. This can be a continuing activity--playing for a few minutes daily until all children are able to recognize American plates.	models of local plates "yes" and "no" cards (3x5)	p31 p63

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Lesson: PERSONAL-SOCIAL

Scope of lesson: 1. Develop courtesy standards for use on public transportation.

INSTRUCTIONAL OBJECTIVE	ACTIVITIES	RESOURCES	TEACHING STRATEGIES (Part IV)
1. To identify ways of being courteous on a bus.	1. Discuss ways to be courteous on a bus, to guests in a foreign country, etc.	pictures of passengers on public transportation	p29 p31
2. To simulate courteous behavior when using public transportation.	2. Using classroom transportation center, have children take roles of bus driver, taxi driver, stewardess, etc., and explain why they like polite passengers.	hats for various role players.	p80
	3. Line up chairs as if in a bus and go on an imaginary trip. Practice politeness.		p80
	4. Plan a trip that will include public transportation. Discuss behavior needed.		p31 p40

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Lesson: HEALTH AND SAFETY

Scope of lesson: 1. To teach responsible pedestrian habits.

2. To make children aware of signs on base used to guide pedestrians.

3. To acquaint children with the dangers of being a pedestrian.

<u>INSTRUCTIONAL OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>RESOURCES</u>	<u>TEACHING STRATEGIES (Part IV)</u>
1. To recognize safe crossing areas on base.	1. Go for a walk around base. Use sidewalks, emphasizing the need to make room for others and no "horseplay."	enlarged base map to plan walk	p31
2. To demonstrate safety precautions when crossing streets.	2. When crossing streets practice curb drill: (a) Stop and listen (b) Look left and right (c) Listen (d) Look left and right (e) Cross		p80
3. To identify good pedestrian habits.	3. In shopping area look for zebra-crossing marked on street--always use above curb drill here as well. 4. During walk have children verbalize "good pedestrian habits." Observe and discuss other pedestrians.		p31 p80

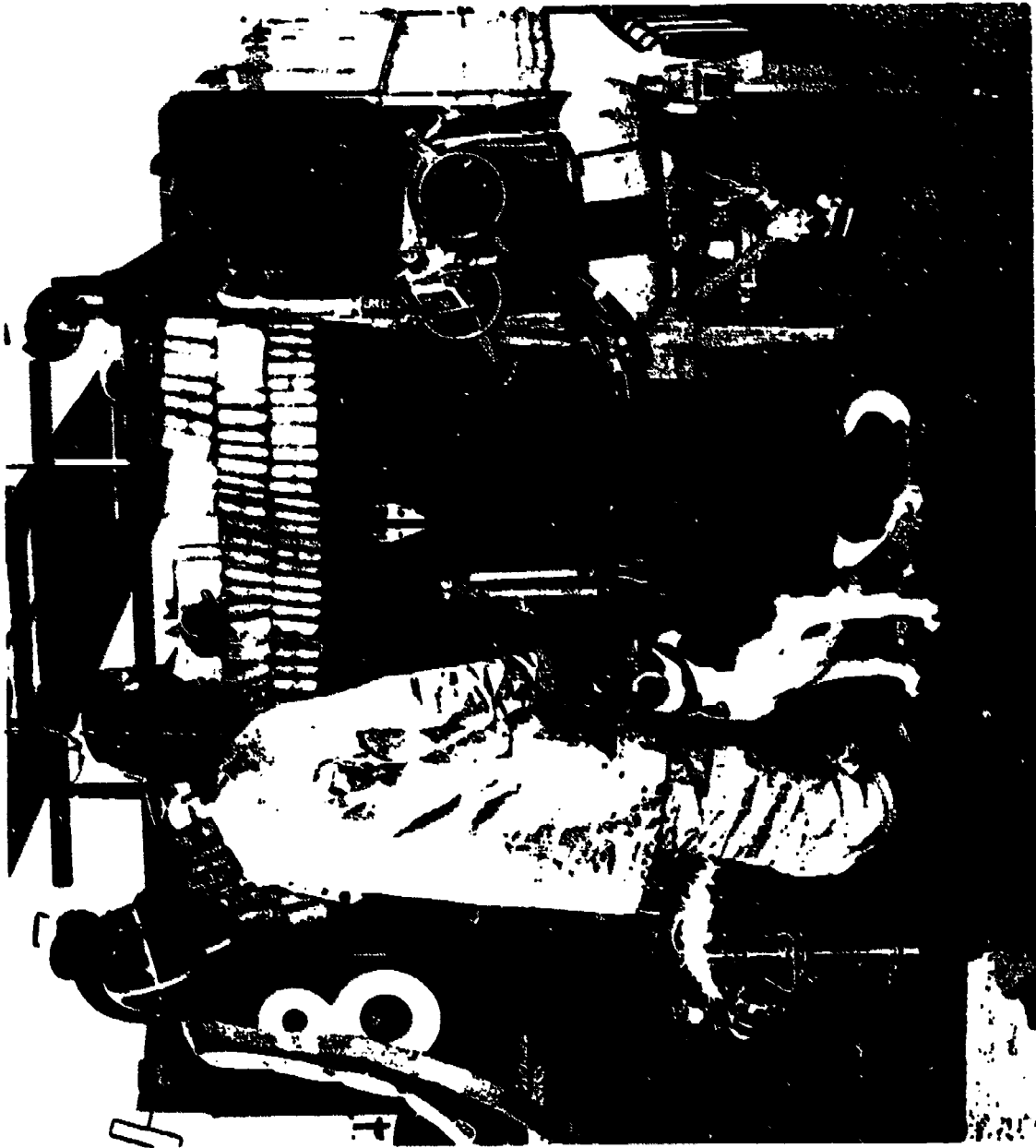
(The experience unit)

Lesson: VOCATIONAL

Scope of lesson: To acquaint children with the job of a pilot in both the military and civilian capacity.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCES	TEACHING STRATEGIES (Part IV)
1. To describe the training of a pilot.	1. Invite a pilot with all his gear to explain to the class what he does and what kind of schooling he needed to be licensed.	Air Force pilot, perhaps fighter, cargo, in uniform	p31
2. To recognize the types of jobs available to pilots.	2. Read poems about flying.	Time for Poetry, <u>Arbuthnot</u> , p. 81	p31
3. To infer that pilots are not all in the military.	3. Visit flight line to observe pilots at work and the variety of aircraft coming into our base.	p31	
3. To infer that pilots are not all in the military.	4. Using magazine and industrial photographs, observe pilots in a variety of roles	pictures of pilots at work	p29

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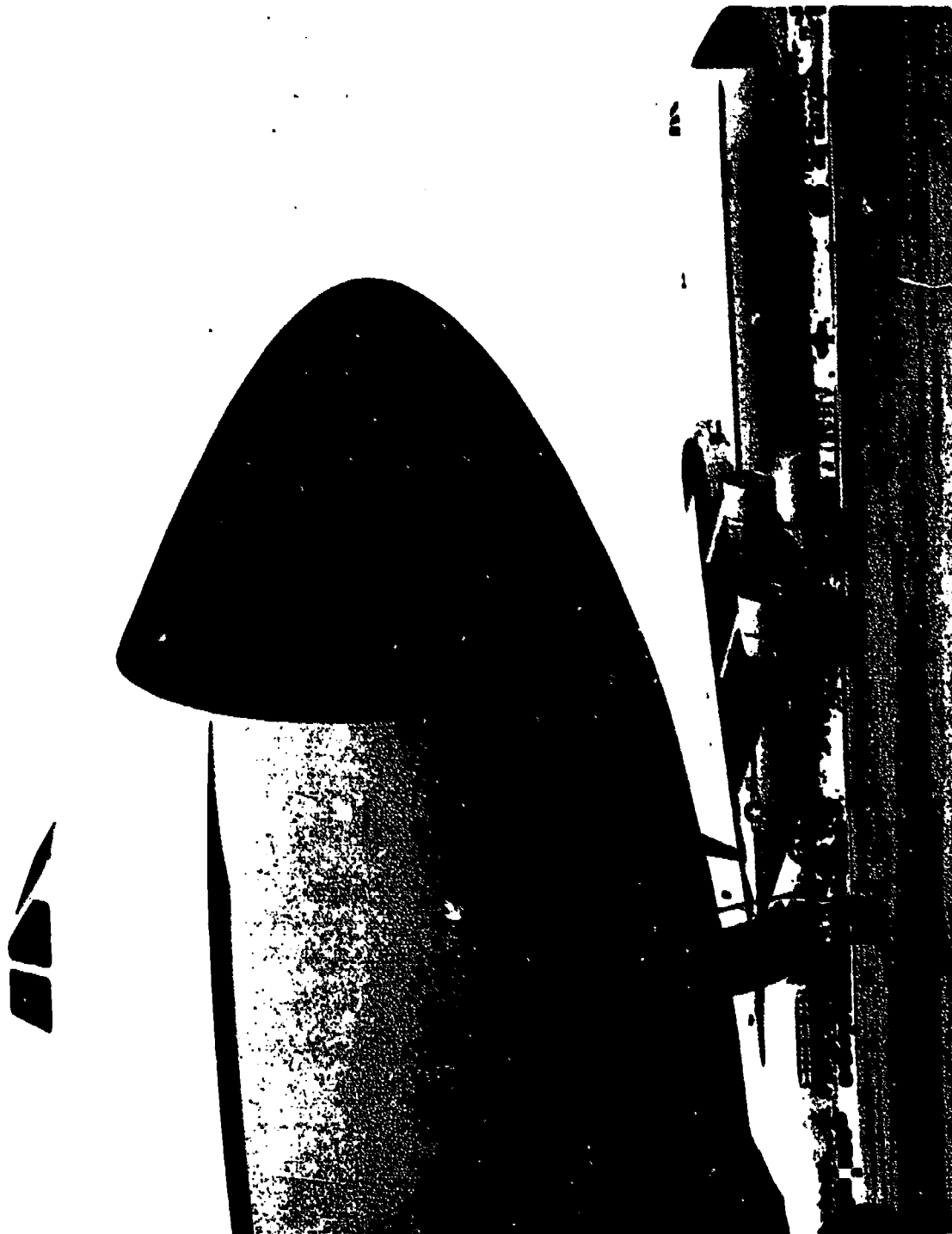


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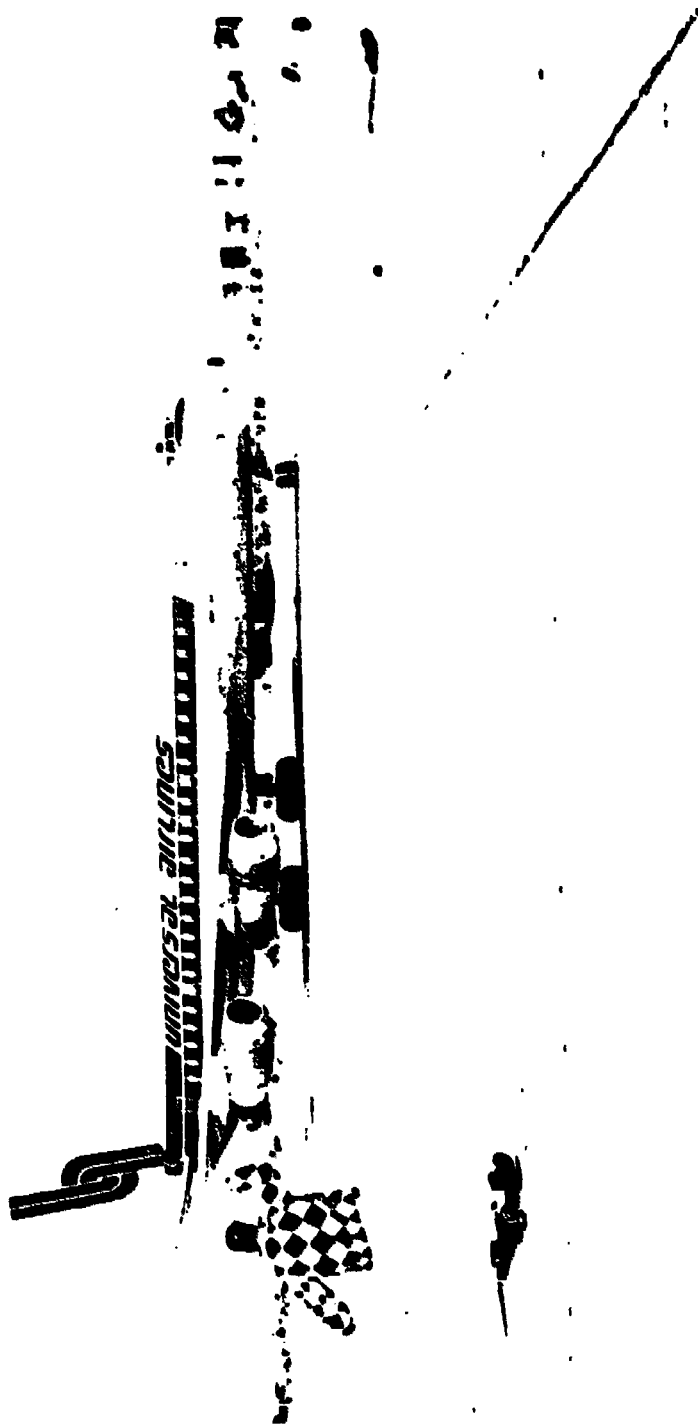


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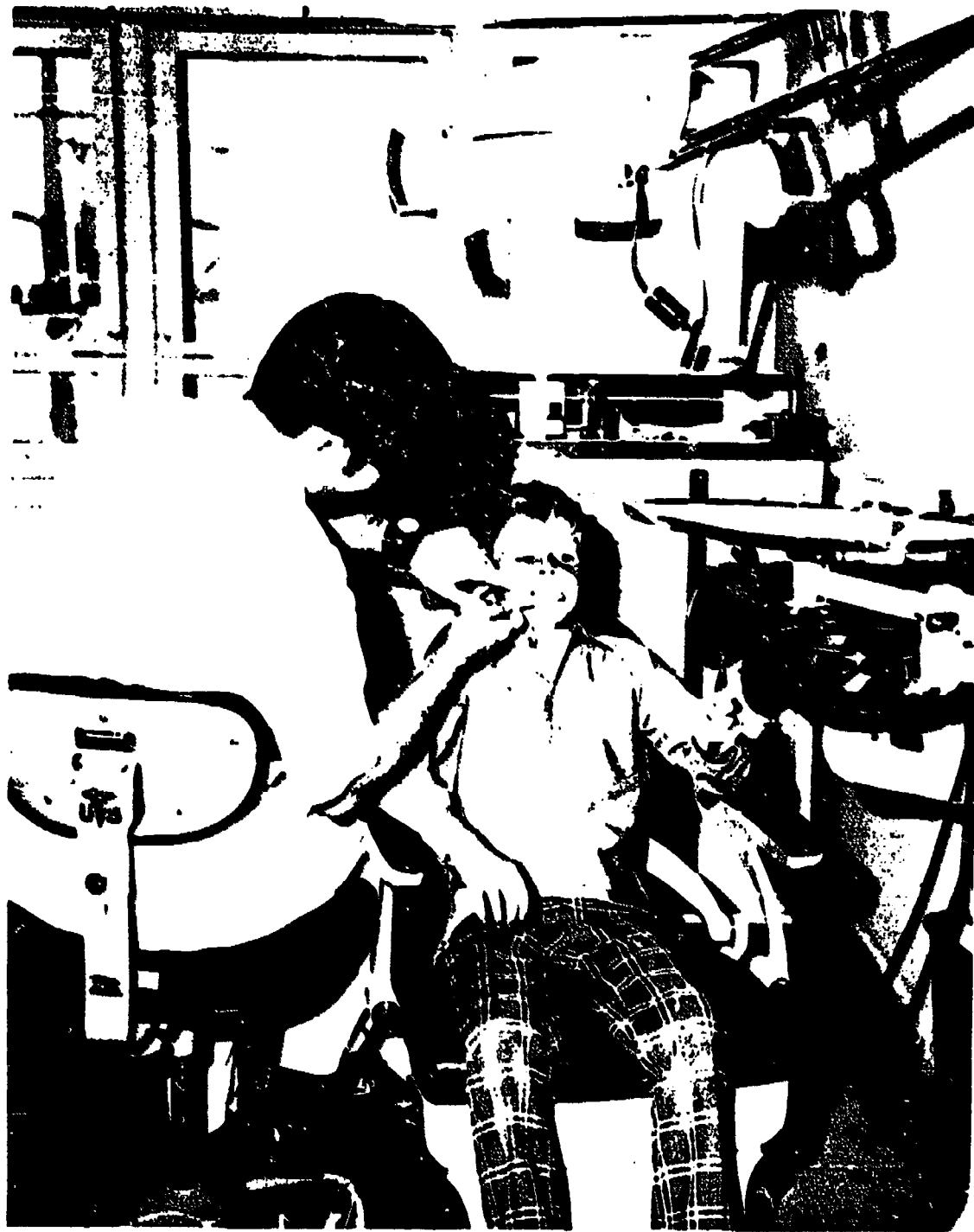


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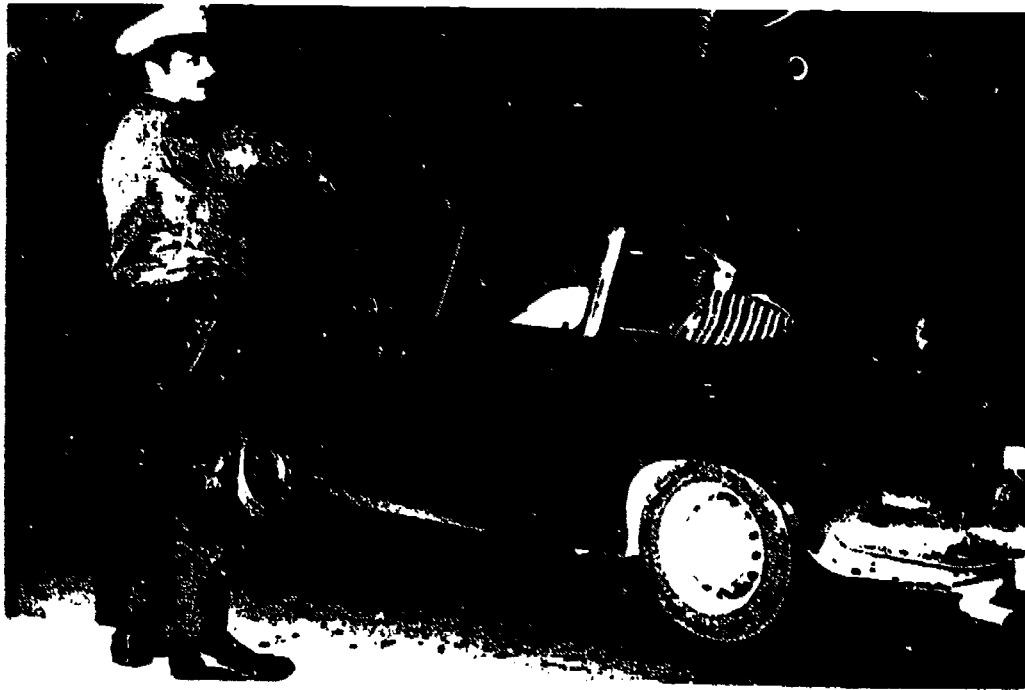
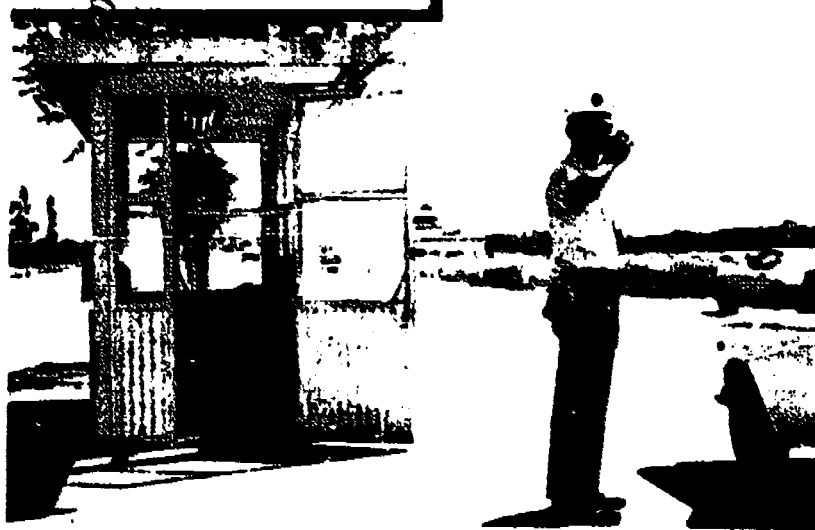
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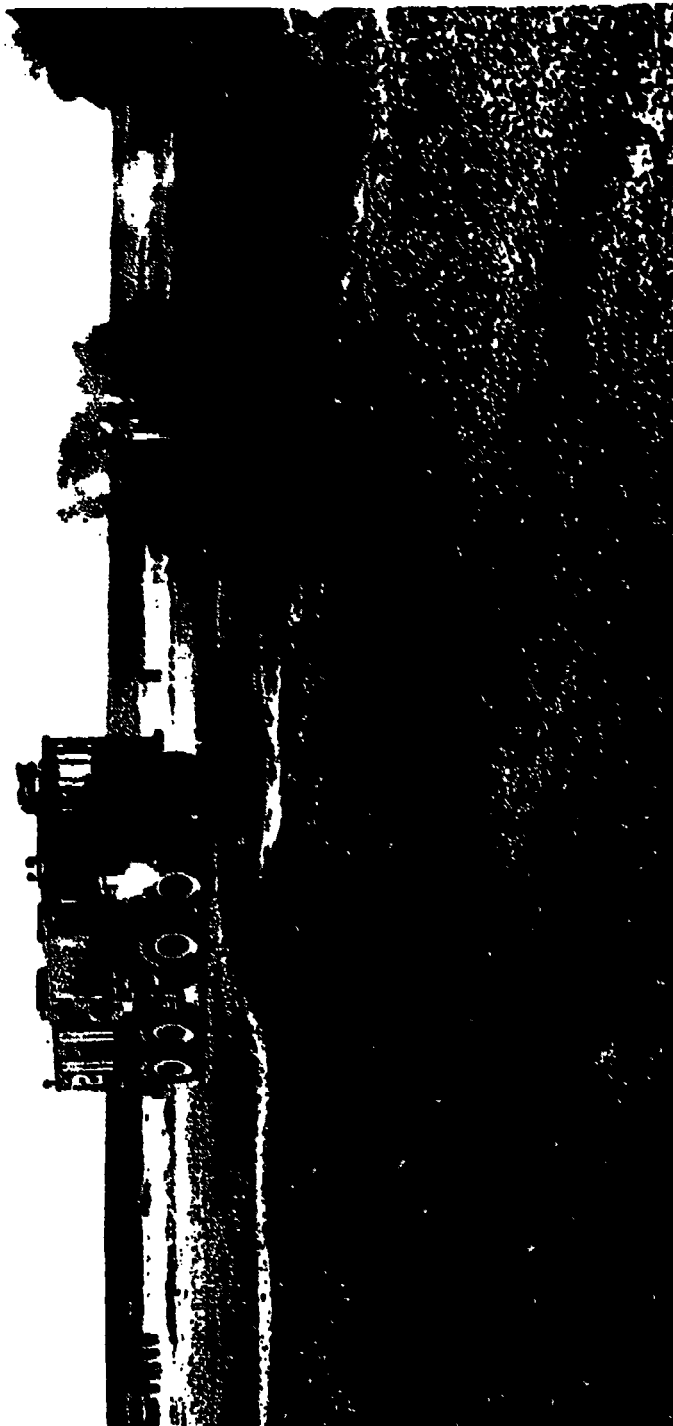
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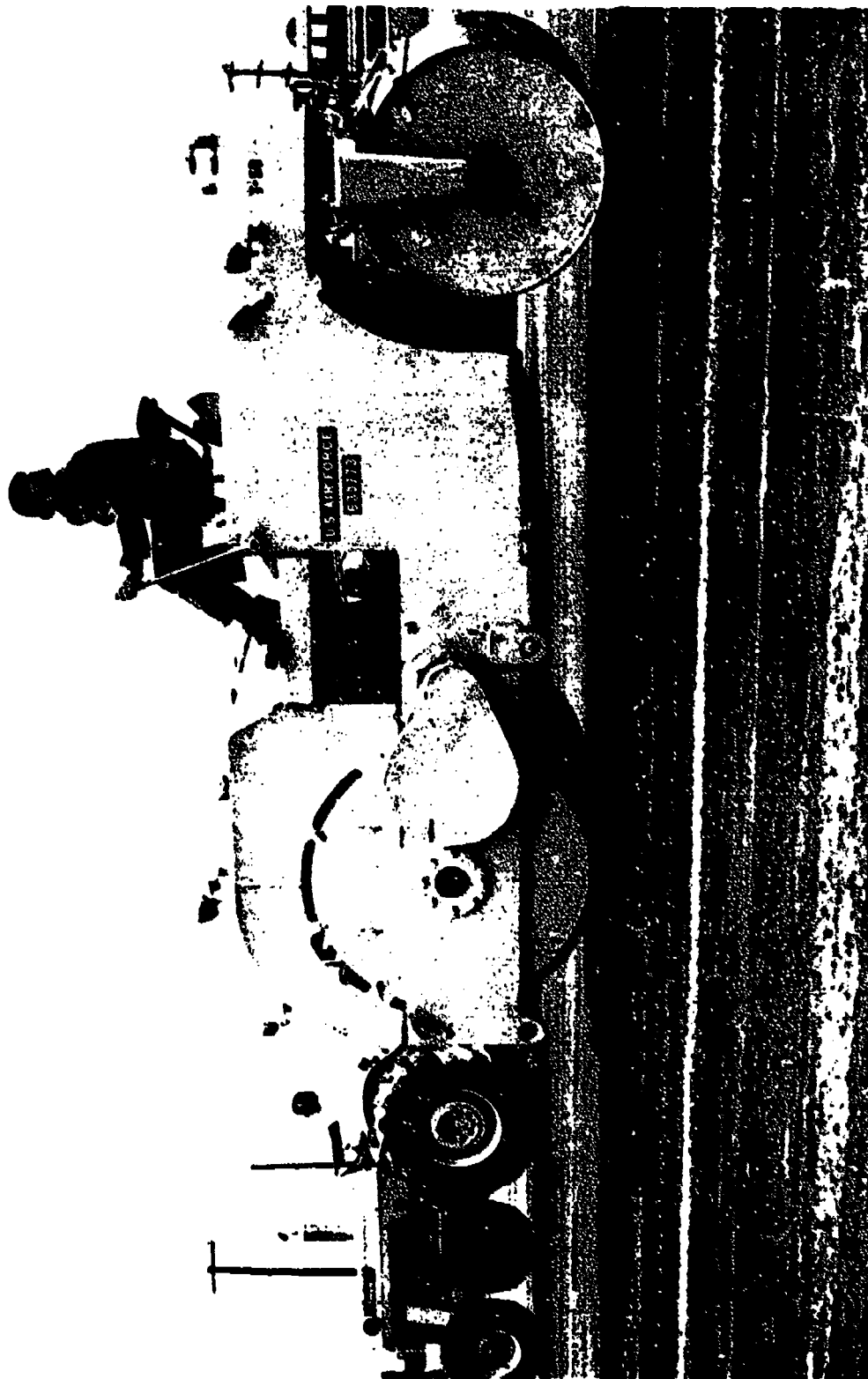
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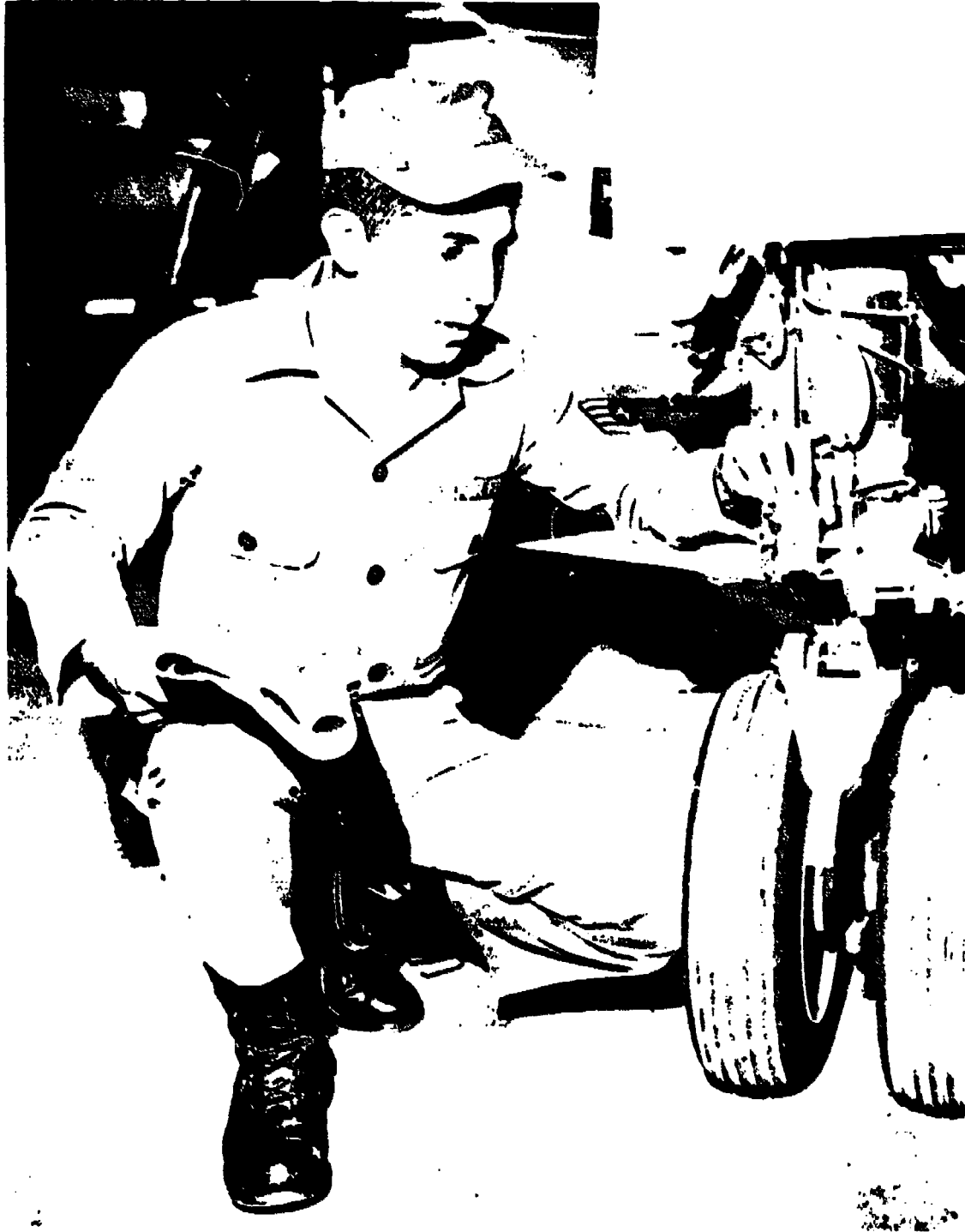
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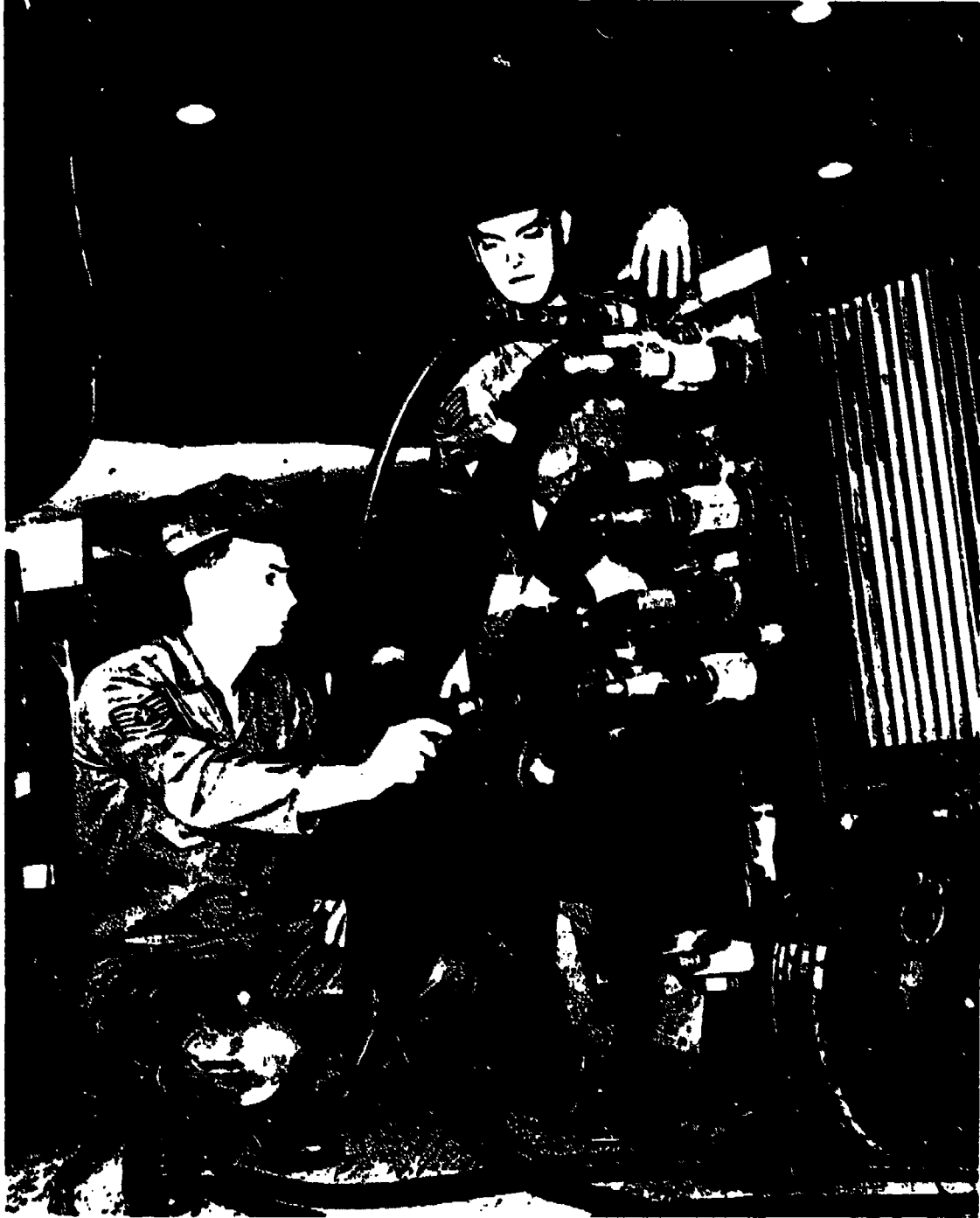


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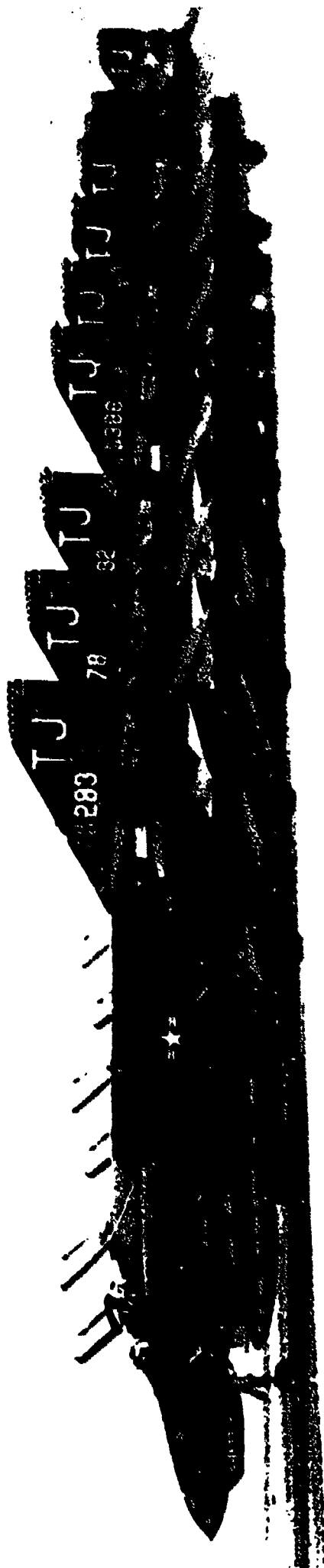
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Tchr. Guide for Exceptional Child., Part III, June 1973

USDESEA Pam 352-623

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(The experience unit)

NOTES

SAFETY*

Primary and Intermediate Levels

I. Rationale

Safety awareness needs to begin at a young age, for beginning school presents many new hazards of which a child might be unaware. The first weeks of school are a good time to develop good safety habits in children. This unit can be reviewed at the end of school with the additional topic "Summer Safety." Safety needs to be reinforced throughout the year, but this unit provides a good introduction to most safety areas.

II. Sub-units

- A. Home Safety
- B. School Safety
- C. Playground Safety
- D. Pedestrian Safety
- E. Safety Signs
- F. Safety Helpers in the Community
- G. Child as a Safety Helper
- H. First Aid
- I. Courtesy as Safety

III. General Abilities

- A. To cross the street using appropriate safety rules.
- B. To walk to school using safety habits.
- C. To recognize lights on the stoplight as red for stop, yellow for wait, and green for go.
- D. To recognize street signs such as Stop, Walking Path and Danger.

*This unit was submitted by Linda Bufkin, Nurnberg Elementary.

(The experience unit)

NOTES

- E. To recognize safety signs such as Poison, Danger, Do Not Enter, Exit and Entrance.
- F. To identify the jobs of policeman, M.P., fireman and safety patrol boy.
- G. To recognize authority in others.
- H. To give name and address.
- I. To identify someone in case of emergency.
- J. To give simple first aid--clean a cut or scratch.
- K. To practice playground safety rule.
- L. To identify safety hazards at home.
- M. To identify needs for safety in the classroom.
- N. To observe safety rules on a bus.
- O. To describe his own responsibilities as a safety helper.
- P. To practice courtesy rules that lead to safety.
- Q. To recognize how health habits are related to safety.

IV. Core Area ActivitiesA. Reading--Communication

1. Use traffic signs with words STOP, WAIT, WALK and SLOW. Let the children respond to directions. Later use signs without traffic shapes to teach sight words--stop, walk, wait, go and slow.
2. Read Red Light--Green Light by Golden MacDonald to introduce the use of the stoplight model.

(The experience unit)

NOTES

3. Use the magnetic circles (red, yellow and green) from the Peabody Language Development Kit with the stoplight poem.

Red-stop
Yellow-no
Wait for the green
And then you go.

Have the children repeat the poem and use in connection with the model light.

4. Use a worksheet with a picture of a traffic light and poem. Colors are written on the light. Children are to color appropriate lights.

I watch the traffic light.
Green tells me to go.
Yellow tells me to be careful.
Red tells me to stop.

5. Read The Sign Book by William Dugan. Point out the signs we use. Introduce the models of signs and add the German signs for "yield" and "walking path."

6. As a follow-up of The Sign Book, have the children construct their own sign books, including a stoplight, Stop sign, Walking Path, Yield, Danger, Entrance and Exit.

7. Safety sign bingo--cards have signs. The caller names what the signal tells you to do and the children cover the appropriate sign.

8. Arrange for a German policeman and an M.P. to visit the class. Before the visit, discuss some good questions the students can ask about their jobs and what the officers think the children can do to help.

9. Construct a checklist of things to check at home for safety. Use experience chart form which might include pictures. Have the list duplicated for the class to take home and check their own homes

10. Following the filmstrip on bicycle safety, develop an experience chart as a reminder of rules, such as "one rider," "check brakes and tires," "use light" and "walk your

(The experience unit)

NOTES

bike across intersections." Emphasize traffic rules in Germany; the bicycle rider has the same responsibility as a car driver. Also introduce the sign for bicycle path.

11. Throughout the unit, keep a record of activities using experience charts for reading instruction and review.

B. Arithmetic

1. Set up a practice game board with big traffic sign shapes. The child should sort and match smaller shapes to those on the board.
2. Use cards with numbers to practice recognizing numbers for address and telephone numbers orally.
3. Give each child a card with his telephone number. Let him practice matching the number to those on the telephone and then dialing it.
4. Have one child play policeman and one play the lost child. The M.P. should ask for address and telephone number of the lost child.

C. Personal-Social

1. Collect pictures showing how to play on playground equipment and children playing with friends. Have the class make a scrapbook of playground pictures.
2. Set up role-playing situations where someone is not courteous. How does it lead to safety hazards? What are the alternatives?
3. Case: You are on the playground. A stranger approaches you and asks if you would like to go for a ride. Your parents say you are not to accept rides or gifts from people you don't know. What should you do?
4. Prepare for visits from resource people by discussing guests, how we act, and defining good manners. Role play before guests come.
5. Draw a picture to send to self. Write full name and street address on the envelope. Teacher adds city. If correct, child will receive letter at home and can bring it

(The experience unit)

NOTES

back to share. They can be sure they know their addresses and that it will get them home.

6. Role-play the job of a policeman and M.P. helping lost children (use names and addresses). Also to aid close observation--let child describe home and parents.

D. Health

1. Have the nurse visit to demonstrate simple first aid--cleaning cuts and scratches.
2. Have the nurse demonstrate shots and explain why they are needed. Then discuss health and safety--including cleanliness. Use Continental Press Health and Safety pictures as a follow-up.
3. Use picture of playground accident. Write rules to keep us safe on the playground. Discuss what causes accidents.
4. Collect pictures for a poster about things children should not touch at home--medicines, cleaners, and paints. Introduce poison sign on poster.
5. Use filmstrip to introduce home safety. Relate consequences of unsafe homes. Construct situation--child provides solution to problems involving medicine, guns, toys, rusty nails.
6. Take walking trip to school. Look for hazards. On return, mark hazards on model of neighborhood. Find alternatives. Discuss temporary hazards such as stray dogs, people and construction.

E. Safety

1. Use blocks in the classroom to set up an intersection. Role-play using traffic light and later signs.
2. Take a walking field trip. Use crosswalks and signals and look for ways to keep safe to discuss.

(The experience unit)

NOTES

3. Use pictures with bad examples of pedestrian and bicycle safety. Find what is wrong with the picture.
4. Prepare for fire drill by relating to safety. Have fireman or safety inspector visit class. Establish standards for drill.
5. Take a walk to observe construction at school or on nearby buildings. Identify safety needs concerning workers, ladders, glass, etc.
6. Role-play in planning a bus trip to the M.P. station. Establish safety standards for the bus. Follow through with self evaluation on bus behavior.
7. Set up bulletin board with pictures of safety helpers. Have children choose one helper. Other children try to guess who he is.
8. Have Safety Patrol boy visit the class to explain his job at school.
9. After classroom visit, go to crosswalk with the Safety Patrol boy. Practice watching for cars and learn the signals the safety patrol boy gives.
10. Use poem--"The Policeman" by Marjorie Seymour. Relate it to the German Police Hand Signal for stop and go:

He never used to notice me
When I went by, and stared at him
And then he smiled especially,
And now he says, "Hello there, Jim."

If he becomes a friend of mine,
And I learn all I ought to know,
Perhaps he'll let me turn the sign
And make the people Stop! and Go!
11. Make safety posters for the school. Have child draw a picture and give the rule to be written on the poster.

(The experience unit)

F. Vocational

1. After the class has set up rules for the playground, they can take turns supervising during play--to teach responsibility for the safety of others.
2. Use verbal directions in safety game. Set up a model of streets with signs and toy cars. Give oral directions--"Go to first block," "turn left and do what the next sign says."
3. Set up a chart for the class that emphasizes their responsibilities for safety, such as picking up toys, being neat, observing playground rules and walking in halls. Let them evaluate themselves as to how well they are carrying out their responsibilities.

V. Resource Materials

Peabody Language Development Kit--Level P

Pictures and Magazines available

Models: stop light and traffic signs
the neighborhood
intersection in classroom

Field Trips: walking trips in neighborhood
bus trip to M.P. station

Films: Safety Stories (set of 6), Encyclopaedia Britannica Films
Walt Disney Safety Tales (set of 6), Encyclopaedia Britannica Films

Books: Red Light--Green Light by Golden MacDonald, Doubleday & Company, 1944.
The Sign Book by William Dugan, Golden Press, 1968.

People: M.P.
safety patrol boy
German Police
Fireman or safety inspector
Nurse

(The experience unit)

NOTES

VI. Vocabulary

Note: Vocabulary is for oral recognition at primary level.

safety	Safety Patrol	triange
red	Fireman	circle
green	accident	rectangle
yellow	rules	fire drill
signal	nurse	poison
sign	first aid	medicine
stoplight	pedestrian	crosswalk
walk	danger	caution
wait	entrance	walking path
policeman	exit	bicycle path
polizei	address	sidewalk
M.P.	square	intersection

(The experience unit)

SAMPLE LESSON

Sub-unit topic: PEDESTRIAN SAFETY

- Scope of lesson: 1. To introduce the concept of safety and pedestrian safety.
(teacher objectives)
2. To develop specific activities for learning the skills related to pedestrian safety.
3. To provide opportunities to apply the skills.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCES	TEACHING STRATEGIES (Part IV)
1. To verbalize two rules concerning pedestrian safety.	1. See film on pedestrian safety. Make experience chart with simple rules. Elicit: Use crosswalks Look both ways Watch signals	filmstrip: "Pedestrian Safety"	p31 p40
2. To recognize visually a sign when given the purpose of the sign orally.	2. Play Safety Bingo. Use card with 9 spaces marked with traffic signs. Caller should say what sign says to do. Players mark appropriate sign.	model signs bingo cards	p31 p63
3. To demonstrate proper response at a crosswalk and at a stoplight.	3. After using signs in class, go for neighborhood walk. Pass crosswalk, stoplight, and walking path sign. Allow pupils to respond appropriately.		p31
4. To read German pedestrian signs and tell their purposes.	4. Role play a situation using German (other host nation) signs and their purposes.	model German signs	p80

(The experience unit)

SAMPLE LI'SSON

Sub-unit topic: SAFETY HELPERS IN THE COMMUNITY

Scope of lesson: 1. To give opportunity to develop proper response to being lost.

2. To recognize authority in others.

3. To review name and address.

4. To recognize the role of the M.P.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCES	TEACHING STRATEGIES (Part IV)
1. To demonstrate awareness of the role of policeman as helper by responding to picture.	1. Teacher presents picture of child crying and policeman approaching. Ask for response to picture. Elicit: Child is lost. Policeman will help.	picture	p80
2. To demonstrate awareness of one source of aid when lost.			
3. To demonstrate role of M.P. as safety helper.	2. Role play situation with one child as M.P. and one child as lost child. M.P. is to ask appropriate questions. Child should be able to answer with name and address. If asked, can go on to describe home and family.		p80
4. To say name and address.			
5. To tell two ways M.P.'s can help.	3. Present picture with M.P. at crosswalk. Who is he? What is he doing? What would happen without him?	picture	p29 p31

(The experience unit)			
INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCES	TEACHING STRATEGIES (Part IV)
6. To show proper response to orders from M.P.: to walk or wait.	4. Role play M.P. helping children at crosswalk. Can give order to walk or wait.		p80

(The experience unit)

NOTES

ORIENTATION TO THE WORLD OF WORK*

Junior and Senior High School

I. Rationale

This unit will introduce students to the abilities, concepts, and attitudes that are prerequisite for successful work experiences in a work-study program. It can either be taught before work or appropriate parts reviewed after the students are placed in work-study situations.

A unit of this nature can provide many meaningful opportunities to develop basic functional skills necessary for adequate vocational adjustment.

II. Sub-units

- A. Good Work Habits
- B. Job Requirements
- C. Personal Information
- D. Application Forms
- E. Interviews
- F. Good Grooming
- G. Safety
- H. Health Habits
- I. Work Readiness

III. General Abilities

- A. To recognize the qualities of a good worker.
 - 1. Responsibility
 - 2. Honesty
 - 3. Punctuality
 - 4. Getting along with other people
 - 5. Following directions
 - 6. Maintaining a clean and neat appearance

*Adapted from Guidelines for the Development of Life Experience Units, E.L. Meyen, University of Iowa, 1968.

(The experience unit)

NOTES

- B. To practice good manners and courtesy.
- C. To identify academic skills needed for work in the military community.
- D. To demonstrate proper conduct for a personal interview.
- E. To fill out various application forms.
- F. To demonstrate good grooming habits.
- G. To demonstrate awareness of safety measures on the job.
- H. To recognize personal strengths and limitations.

IV. Core Area ActivitiesA. Communication Skills

Have pupils:

1. Listen to tape recordings of stories from books.
2. Write business letters asking for a job reference, a copy of a birth certificate, etc.
3. Take notes on material read in books; record on 3x5 cards.
4. Prepare a card to carry in their wallets which lists pertinent personal information that is needed when filling out application forms.
5. Practice good telephone manners when dramatizing calls to arrange for job interviews.
6. Write letters of application.
7. Fill out application forms for job opportunities.
8. Read local bus schedules, taxi rates, etc. (Learn Host Nation vocabulary.)

(The experience unit)

NOTES

9. Write letters of invitation and thank-you notes to resource speakers.
10. Practice listening to and carrying out various kinds of directions, e.g., how to get from school to a job, procedures to follow when cleaning the floor, etc.
11. Decide upon questions to ask when interviewing people presently employed in semi-skilled or unskilled jobs.
12. Give class reports on visits to commissary, PX, etc., on interviews with workers, part-time work experiences, etc.
13. Dramatize conversations through role play with potential employers in job interview situations, on-the-job training experiences, etc.
14. Dramatize using reading skills in work situations such as a nurse's aide reading patients' names on food trays, a stock boy reading labels on boxes and shelves, reading safety precaution signs over machinery, etc.
15. Read and fill out self-evaluation forms.
16. Read articles in the newspaper about military accomplishments, expansion plans, goals, etc.

B. Arithmetic Activities

Have pupils:

1. List expenses that might be incurred in working, such as bus fare, lunch money, uniforms, etc.
2. Tell time in relation to appointments.
3. Use a calendar when discussing working days and leisure days or days off.
4. Figure the time it will take to get from home or school to the job.
5. Discuss length of working day; time and length of lunch hours and coffee breaks.

(The experience unit)

NOTES

6. Through role play, dramatize using arithmetic skills in work situations, such as a waitress figuring a customer's check, a grocery clerk stock boy stamping prices on canned goods, etc.
7. Practice writing birth date, current date, etc. on application forms.
8. Read city maps to locate places where work-study students are employed.
9. Figure the expenses involved with illness, e.g., wages lost, cost of doctor bills and medicine, etc.
10. Use a mail-order catalog and select a complete outfit that would be suitable to wear for an interview. On a sales slip write the cost of each article; add items to find the total cost of the outfit.
11. Compare the cost of a week's transportation to work on the bus, by car pool, by taxi, by walking.
12. Practice punching in on a time clock; read the times recorded on the cards.

C. Social Competency Activities

Have pupils:

1. Interview employers, work-study students who are employed, students' parents, etc. Ask what a good worker is like, how to keep a job, what constitutes a successful work experience, etc.
2. Make lists of the abilities, attitudes, and values necessary for getting and holding a job.
3. Role-play work situations involving getting along with other people, e.g., reacting to gossip during coffee breaks, receiving constructive criticism from the boss, asking for help from fellow employees, etc.
4. Write experience chart about the adjustments to be made when going from the school setting to a work experience, e.g., being more tired from standing a long time on

(The experience unit)

NOTES

the job, not having a teacher present to guide, correct, or make assignments, etc.

5. Tape record a conversation with an employer as he discusses the kinds of problems employees have on the job. Discuss why people get fired, etc.
6. Through role play, dramatize proper conduct when being personally interviewed for a job; record on tape recorder and discuss.
7. Develop a series of lessons on "Seeing the Employer's Point of View". Role play situations and write experience charts about the employer's problems when workers are inefficient, dishonest, not punctual, etc.
8. Make a display of reject items from local factories to show results of inadequate workman performance. Compare with quality products.

D. Health Activities

Have pupils:

1. Make good lunch selections from restaurant menus; plan food to carry in lunch boxes. Prepare bulletin board displays.
2. Discuss and role play procedures for notifying an employer when sick.
3. Use transparencies to stimulate discussion of a worker's responsibility for his own health and well-being.
4. Complete worksheets about good physical and mental health.
5. Plan a "style show" showing suitable clothing for various jobs, e.g., nurse's aide uniforms, work clothes for various jobs, clean and neat clothes for a counter clerk, comfortable shoes for a nurse's aide, etc.
6. Find pictures of appropriate outfits to wear when going for a job interview.
7. Role play job interviews when the applicants are well groomed and neat; contrast with situations in which the applicants are poorly groomed and unattractive.

(The experience unit)

NOTES

8. Prepare a time budget for one week; make a wheel chart to show the proportion of time spent sleeping, working, time for leisure activities, etc.
9. Take a self-evaluation test; consider physical stamina and abilities when thinking about job possibilities.

E. Safety Activities

1. Make charts listing possible safety hazards in different jobs. E.g., baby sitting, handling bleach and cleaning solvents at a laundry, etc.
2. Discuss safe care of money and personal belongings when working.
3. Have a nurse who works in a hospital discuss and demonstrate the basics of on-the-job first aid.
4. Outline proper initial steps to take in case of serious injury to self or a companion when on the job; use first aid procedures.

F. Vocational Competency Activities

1. Arrange for work-study students to tell about their jobs, how they got them, what the work is like, etc.
2. Take field trips to places where work-study students are employed.
3. List possible jobs in which work-study students may be placed. Make a chart for each job, listing the various requirements necessary for success on the job.
4. Have students choose the work experiences in which they wish to participate in the work-study program.
5. Take snapshots of places visited. Also take pictures of employers, some employees on the job, various activities involved in different jobs, etc.

NOTES

(The experience unit)

V. Resource Materials

Overhead projector, transparencies	Opaque projector
Films and filmstrips	Tape recorder
Clock and calendar	Time clock
Application forms, sales slips, etc.	Maps
Mail-order catalogs, magazines	Resource people: employers, work-study coordinator and work-study students, parents, nurses, etc.
Field trips	Books and pamphlets for student use
Telephone and telephone directories	Personal information cards
Bus and taxi schedules, rates and routes	Self-evaluation forms
Bulletin boards	Restaurant and cafeteria menus
Suitable clothing for various kinds of jobs	Pictures and art materials
Wheel charts, display charts	Camera and film

VI. Vocabulary

Specific names of:

Possible job places in the military community
Employers
Addresses or locations in the military community
First, middle, and last names of self (Middle name is usually required on driver's license, etc.)

(The experience unit)

NOTES

occupation	work experience	expenses	appointment
bus fare	taxi fare	lunch money	coffee break
birth date	work schedule	lunch hour	sick
time card	illness	wages	responsible
reliable	personal interview	letter of application	respect
pride	honesty	punctuality	angry
instructions	polite	courtesy	grooming
employer	directicrs	appearance	fired
personality	boss	employee	complain
self-control	behavior	manners	business letter
Social Security	temper	adjustment	dependents
application form	personal information	hobbies	references
uniforms	physical handicaps or limitations	time budget	signature
skills	print	qualifications	job requirements
safety regulations	work clothes	clean	safety
careful	abilities	quality projects	fringe benefits

(The experience unit)

SAMPLE LESSON

Sub-unit topic: GOOD WORK HABITS

Lesson I: Following Directions

- Scope of lesson(s):
1. To establish the purpose(s) of following directions.
 2. To provide opportunities for prospective workers to practice following directions.
 3. To provide the names of work-study resource people.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCES	TEACHING STRATEGIES (Part IV)
1. To identify reasons for following specific directions.	<p>1. Plan a role-playing activity: e.g. Situation: a part-time messenger boy was given directions to deliver a package (nearby) and to return immediately. He returned two hours late because he stopped to play ball, and was consequently fired. Roles: messenger boy, employer.</p> <p>Following the activity discuss reasons that directions must be followed. List the reasons on the chalkboard or on an experience chart.</p>	transparency overhead projector	p80 p30 p63
2. To practice following directions.	2. Give students various directions to follow in classroom or school. (Begin with one or two directions and progress to those more complex in nature.)		

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCES	TEACHING STRATEGIES (Part IV)
3. To write a letter (or note) inviting the work-study coordinator to talk to the class.	3. Have students plan for a visit of a work-study coordinator by (a) writing a letter (or note) inviting the work-study coordinator; (b) preparing questions to ask the work-study coordinator. Although not directly related to the objective, you may want to review ways of being courteous to the visitor. List these ways on a chart and have students copy them to include in their WORLD OF WORK notebooks.		p31 p40
4. To plan for visit of work-study coordinator.		notebooks	
	4. Tape record the presentation. Play back and discuss.	tape recorder	p29
5. To make a list of the important aspects of the discussion on following directions.	5. Replay tape. Have students list (or dictate) the main points of the discussion on the board and copy them in their notebooks.		p29

(The experience unit)

Sub-unit topic: COOKING

Lesson: Making Applesauce*

- Scope of lesson: 1. To assess abilities associated with making applesauce.
2. To identify and use utensils and ingredients.
3. To develop content lessons for pupils who are unable to do the assessment activities.

Note: Adapt the activities and recipes, which follow, to the abilities of the students.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES (ASSESSMENTS)	RESOURCES	TEACHING STRATEGIES (Part IV)
1. To identify utensils used in making applesauce.	1. Place utensils on a table. HAND ME THE KNIFE, STRAINER, etc.	large pan measuring cup paring knife spoon strainer	p31
2. To get utensils from a cupboard with many utensils in it.	2. Have needed utensils in a cupboard with other unnecessary utensils. GO TO THE CUPBOARD AND BRING ME A LARGE PAN, STRAINER, etc.		p31
3. To identify ingredients for applesauce.	3. Have apples, sugar, and cloves on a table. WHEN I HOLD UP AN INGREDIENT, TELL ME WHAT IT IS.	apples sugar cloves	

*This lesson was submitted by Carolyn Haberer, Mannheim Elementary.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES (ASSESSMENTS)	RESOURCES	TEACHING STRATEGIES (Part IV)
4. To describe and classify apples.	4. Have cut and uncut apples on a table. WHAT SHAPE ARE APPLES? ARE APPLES SMOOTH OR ROUGH? ARE APPLES FRUITS OR VEGETABLES?	cut and uncut apples	p31
5. To describe sugar.	5. Have sugar in a clear bowl. Have pupil touch, taste, and smell sugar. TELL ME WHAT SUGAR IS LIKE. HOW DOES IT TASTE, SMELL, FEEL?	sugar clear bowl	p31
6. To describe cloves.	6. Give pupil several cloves. Have pupil touch, taste, and smell them. TELL ME WHAT CLOVES ARE LIKE. WHAT COLOR ARE THEY? HOW DO THEY SMELL, TASTE, AND FEEL?	cloves	p31
7. To wash apples.	7. Place apples in a sink. WASH THESE APPLES.	apples	
8. To cut apples into fourths.	8. Place an apple and a knife on a table. CUT THE APPLE INTO FOURTHS.	apple knife	
9. To identify the core of an apple.	9. PUT YOUR FINGER ON THE CORE OF THE APPLE.		
10. To cut the core out of the apple.	10. Give pupil a fourth of an apple and a knife. CUT THE CORE OUT OF THE APPLE.		
11. To measure liquid cups.	11. Give child a liquid measuring cup and some water. MEASURE ONE CUP OF WATER.	liquid measuring cup	
12. To place ingredients into a pan.	12. Have ingredients on a table. PUT THE APPLES, CLOVES AND WATER INTO THE PAN.	apples cloves water	
13. To tell time by minutes.	13. Give pupil a cooking timer. WE ARE GOING TO COOK THE APPLES 10 MINUTES. SET THE TIMER FOR 10 MINUTES.	cooking timer	






(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES (ASSESSMENTS)	RESOURCES	TEACHING STRATEGIES (Part IV)
	13 Alternate. Show pupil a real clock and a play clock. WHAT TIME IS IT NOW? WHAT TIME WILL IT BE IN 10 MINUTES? SHOW ME ON THE PLAY CLOCK WHEN OUR APPLES WILL BE READY.	real and play clock	p31
14. To mash apples through a strainer.	14. Give pupil a strainer placed over a bowl, a spoon, and cooked apples. MASH APPLES THROUGH THE STRAINER.	strainer bowl spoon cooked apples	
15. To measure dry ingredients (whole, not fractions).	15. Give pupil can of sugar and dry measuring cups. MEASURE ONE CUP OF SUGAR.	sugar dry measuring cups	p31
16. To stir ingredients.	16. Give pupil bowl of strained apples and sugar which has been measured. POUR AND MIX THE SUGAR WITH THE APPLES.	strained apples sugar bowl	

(The experience unit)

MAKING APPLESAUCE

Utensils

- large pan 
- paring knife 
- measuring cups 
- large spoon 
- strainer 
- (apron)

Ingredients

- 14 apples
- 2 cups sugar
- 3 cups water
- 8 whole cloves

Recipe

1. Wash apples. Cut in quarters (1/4).
2. Take out cores.
3. Put apples, cloves, and water in a big pan.
4. Cook 10 minutes or until apples are soft.
5. Cool. Mash through a strainer.
6. Add sugar. Stir.

(The experience unit)

SCRAMBLED EGGS WITH CHEESE

(Follow the format developed for Making Applesauce)

Utensils

bowl

fork

small skillet

measuring spoons

grater

spoon

wax paper

Ingredients

2 eggs

2 tablespoons milk

dash of salt

dash of pepper

2 teaspoons butter or fat

2 tablespoons grated cheese

1/2 teaspoon minced onion

Recipe

1. Grate cheese on wax paper.
2. Break eggs into bowl and add milk, salt, pepper, cheese and onion.
3. Heat butter or bacon fat in skillet.
4. Pour in egg mixture and cook slowly over low heat. Stir gently with spoon.
5. Cook thoroughly, but eggs should be a little moist and shiny.

(The experience unit)

CHOCOLATE CHIP COOKIES

(Follow the format developed for Making Applesauce)Utensils

bowl
sifter
spoon
measuring cup
measuring spoons
cookie sheets
egg beater
nut chopper

Ingredients

1 cup shortening
1/2 cup sugar
1 cup brown sugar
1 teaspoon vanilla
2 eggs
2 1/4 cups flour
1 teaspoon baking soda
1 teaspoon salt
1 cup nuts
2 cups chocolate chips

Recipe

1. Cream shortening, sugar, brown sugar, and vanilla until fluffy.
2. Beat eggs and then add to mixture.
3. Sift together flour, soda and salt and add to the mixture.
4. Add chocolate chips and chopped nuts.
5. Drop small spoonfuls of dough onto a greased cookie sheets. Bake 10 minutes at 375°.

(The experience unit)

BAKING A TURKEY

(Follow the format developed for Making Applesauce)Utensils

roaster

foil

pastry brush

Ingredients

turkey

1 tablespoon salt

2 teaspoons pepper

2 sticks butter

Recipe

1. Put turkey (breast side up) on roaster with foil on it.
2. Melt butter, add salt and pepper.
3. Brush turkey with butter mixture.
4. Put small folds of foil over wings.
5. Cover turkey with foil.
6. Cook in 450° oven, 18 minutes for each pound.

(The experience unit)

TURKEY DRESSING

(Follow the format developed for Making Applesauce)

Utensils

baking dish
fork
cutting board
egg beater
knife
frying pan

Ingredients

1 bag prepared stuffing
1 chopped onion
4 pieces chopped celery
2 tablespoons chopped parsley
1 egg
1 1/2 cups turkey stock
2 tablespoons butter

Recipe

1. Empty bag of stuffing into baking dish.
2. Chop onion and celery.
3. Put onions, celery and butter in the frying pan and cook until onions are soft.
4. Add parsley, onions and celery to dish.
5. Beat egg and add to the dish.
6. Add 1/2 cup turkey stock to the dish.
7. Bake in a 350° oven 30 minutes or until brown.

(The experience unit)

CRANBERRY SAUCE

(Follow the format developed for Making Applesauce)

Utensils

1 2-quart pan
measuring cup

Ingredients

4 cups cranberries
1 1/2 cups cold water
3 cups sugar

Recipe

1. Sort and wash cranberries. Put into saucepan.
2. Add water. Let berries come to a boil so they begin to burst open.
3. Add sugar and stir constantly until sugar is dissolved.

(The experience unit)

CINNAMON ROLLS

(Follow the format developed for Making Applesauce)

Utensils

bowl
 fork
 rolling pin
 muffin tins
 measuring cup and spoons

Ingredients

2 cups bisquick
 1/2 cup cold water
 1 stick soft butter
 1/4 cup sugar
 1 teaspoon cinnamon

Recipe

1. Mix 2 cups bisquick and 1/2 cup water together with a fork.
2. Knead the dough by folding over, pressing down, and turning 5 times on a floured board.
3. Roll dough into a rectangle 12"x7".
4. Spread soft butter on dough.
5. Mix 1/4 cup sugar and 1 teaspoon cinnamon together and sprinkle on dough.
6. Roll dough and pinch ends.
7. Cut into 1" slices and put in muffin tin.
8. Bake 10 to 15 minutes in 425° oven.

(The experience unit)

SWEET POTATO CASSEROLE

(Follow the format developed for Making Applesauce)

Utensils

1 baking dish
fork
measuring spoons
measuring cup
can opener
1 bowl
egg beater

Ingredients

1 can sweet potatoes
2 tablespoons butter
1/4 cup raisins
1/4 cup milk
1 tablespoon sugar
1/2 teaspoon vanilla
marshmallows
2 eggs

Recipe

1. Open can of sweet potatoes.
2. Drain sweet potatoes and save the syrup. Beat eggs lightly.
3. Put sweet potatoes in baking dish, add 2 tablespoons of butter and mash them up.
4. Mix syrup from the can with 1/4 cup milk, 1 tablespoon sugar, 1/2 teaspoon vanilla and 1/4 cup raisins, 2 eggs.
5. Add this mixture to sweet potatoes.
6. Put marshmallows on top.
7. Bake in a hot oven (400°) for 30 minutes.

(The experience unit)

SCOOP APPLE PIE

(Follow the format developed for Making Applesauce)

Utensils

1 pie pan
measuring cup
measuring spoons
cutting board
knife
fork
can opener
1 bowl

Ingredients

1 can sliced apples
1 cup white sugar
2 teaspoons cinnamon
1 stick butter (1/2 cup)
1/2 cup brown sugar
1 cup flour
1/2 cup pecans (nuts)

Recipe

1. Open can of apples.
2. Put apples in pie pan.
3. Mix 1 cup white sugar and 1 teaspoon cinnamon.
4. Pour cinnamon and sugar over apples.
5. Chop 1/2 cup nuts.
6. Mix 1 stick butter with 1/3 cup brown sugar.
7. Add 1 teaspoon cinnamon, 1 cup flour, and 1/2 cup nuts.
8. Spread mixture over apples.
9. Bake for 1 hour at 350°.

Note: You may want to decorate your pie with powdered sugar or serve it hot with ice cream.

(The experience unit)

Sub-unit topic: PETS*

Lesson: Animals Which Make Good Pets

Scope of lesson: 1. Present story and film about pets.

2. Develop criteria for animals which make good pets.

3. Identify animals which make good pets.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To comprehend a story and film about animals which make good pets.	1. Teacher should read a story such as <u>An Animal for Alan</u> . Ask why he chose the animal he did, and why he rejected other animals.	
2. To sort pictures according to a given classification.	2. Show film "Tadpole Tale--Mike Gives Up a Friend." Tell students to watch how Mike takes care of his friend. Have them re-tell how he took care of it, and why he finally gave it up.	p31
3. To establish criteria for selection of pets.	3. From Bulletin board, make "Good Pet--Not Good Pet" chart, listing names of animals under printed headings. For those who can't read the names, give them an opportunity to match pictures to names.	
	4. Using bulletin board and chart, elicit from students some criteria for animals which make good pets for families who live in apartments. E.g., size, space and food requirements, noise, odors.	p40

*This lesson was submitted by Pat Deverman, Ramstein Elementary #1.

(The experience unit)

Sub-unit topic: PETS*

Lesson: Proper Feeding of Pets

Scope of lesson: 1. To establish foods that are available for common household pets, e.g., dogs, parakeets, cats, goldfish.

2. To establish individual pet feeding requirements:

- a. types of foods
- b. daily portions
- c. costs

<u>INSTRUCTIONAL OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>TEACHING STRATEGIES (Part IV)</u>
1. To identify appropriate pet foods.	1. Allow pupils, one at a time, to bring their pets to school on successive days, together with their pets' foods. 2. Take a field trip to the Commissary. Make a list of all pet foods for each pupil's pet. Include type, brand name, packaging unit, and price. If feasible, take a flash picture of the pet food section with pupils in foreground.	p31
	3. Have pupils bring in empty, clean pet food cans, boxes, etc. Ask them to have containers opened so that prices remain on them.	
	4. Make a bulletin board with food containers taped or pinned to it, with lines or streamers connecting them to a picture of pets for which they are appropriate.	p46
2. To identify measureable food portions.	5. Have the pupil whose pet is currently in the room give it one feeding of its usual food-portion. Have the pupil tell whether it gets, for example, 1/2 can, a full cup, etc. Make a chart upon which each pet's daily food requirements are recorded. Have pupils read the chart each day.	p31

*This lesson was submitted by Pat Deverman, Ramstein Elementary #1.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)	
6. Using the pet food bulletin board, have pupils determine how many cans, boxes, etc., their pets will consume in one week. List days of the week on chalkboard; make separate columns for numbers of units (cans, etc.) per day, and prices.			p40
3. To compute weekly food and food price totals.	7. Have able pupils add the prices for one week's feeding. Have other pupils count, or add the number of cans, packages, etc.		p31
4. To compose and read an experience story.	8. Using Commissary photo, elicit experience story from field trip. Write it on chart paper. Have pupils read it.		p40
			p29
			p31
			p40

(The experience unit)

Sub-unit topic: PETS*

Lesson: Obligations in Caring a Pet

Scope of lesson: 1. To call attention to unchained dogs running around their housing area.

2. To point out damage and inconvenience they cause.

3. To make dog-care posters.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To build a vertical bar graph.	1. Each day for a week take the class for a 10-minute walk around the school and its immediate environs. Have the class make a count of the numbers of loose dogs seen each day. Print the names of the days of the week across the baseline of a large chart or bulletin board. After each daily walk have the students build a column above the day's name, using one identical piece of paper or felt for each dog seen. You may use colored rectangles, dittoed dog pictures, dog cut-outs or anything else, so long as they are all identical. All that should be free to vary is the height of each daily column.	p31
2. To interpret a bar graph.	2. At the end of the week have the pupils "read" the bar graph. Prepare a work sheet as follows: On Monday we saw _____ dogs. We saw _____ dogs on Tuesday. On Wednesday we saw _____ dogs. We saw _____ dogs on Thursday. On Friday we saw _____ dogs. We saw the most dogs on _____. We saw the least dogs on _____.	p40

*This lesson was submitted by Pat Devernian, Ramstein Elementary #1.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
3. To describe negative behavior of unleashed dogs (expressive language).	3. After the first two or three "dog walks," elicit from the group some of the negative aspects of the behavior of unleashed dogs. Put their comments into an experience chart, e.g., A loose dog may get run over. A loose dog may hurt the flowers. (See picture enclosed following this lesson.) A loose dog may eat something bad. A loose dog may bump a baby.	p31 p40
4. To make a poster.	4. Have the pupils cut out pictures of dogs, people, etc., from magazines and paste them on posters illustrating one of the sentences from the experience chart. Have them copy the appropriate sentence on the poster.	p29 p40

ROLE-PLAYING: Personal Responsibility

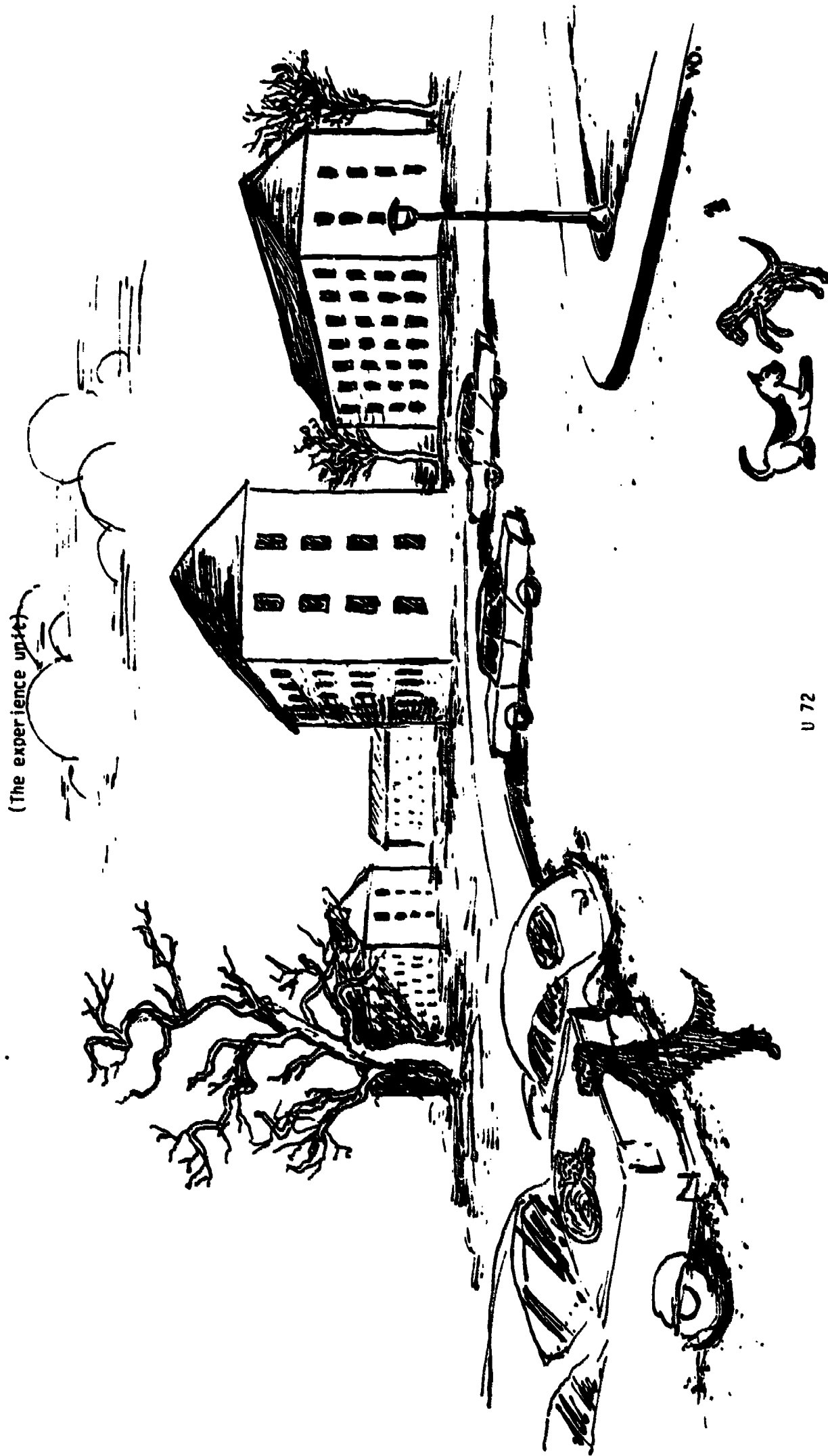
SITUATION:	Mrs. Jones, who lives at 22C is upset because the dog upstairs in 22D starts barking every morning at 6:00 and wakes her new baby. Sgt. and Mrs. Smith live in 22D, with their children, Danny, age 8, and Linda, age 10. Each morning their dog, Smoky, must take a trip outside. He barks and barks until someone gets up, gets dressed, and takes him downstairs and outside.	p80
ROLES:	Mrs. Jones, who is very tired and upset because she and her new baby need their sleep. Sgt. Jones, who is angry because his wife is upset.	

(The experience unit)

ROLES:
(continued)

Mrs. Smith, who feels that Danny or Linda should take the dog out promptly at 6:00 AM. After all, when the children wanted a dog, they promised and promised that they'd take care of it.

Danny and Linda, who don't feel that they should have to get out of bed so early, especially in the winter when it's so cold and dark.



(The experience unit)

Unit topic: LIVING IN OUR AMERICAN VILLAGE*Sub-unit topic: Identification Cards

INSTRUCTIONAL OBJECTIVES		ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To recognize numerals.	1. Prepare a large facsimile I.D. card on a chart (see samples following this lesson). Put information in each blank. EACH BOX HAS A NUMBER IN IT. POINT TO BOX NUMBER 6 . . . 3 . . . 11 . . . etc.		p29
2. To identify numerals.	2. Point to a box. WHAT IS THE NUMBER OF THIS BOX?		
3. To match a word.	3. Present the word "date" on the board or on a flash card. LOOK AT THIS WORD. NOW LOOK AT THE BIG I.D. CARD AND POINT TO ONE JUST LIKE IT.		p31
4. To sort for a word.	4. Present the word "date" as above. LOOK AT THIS WORD. NOW LOOK AT THE BIG I.D. CARD AND POINT TO ALL THE WORDS JUST LIKE IT. Repeat with the word "color."		
5. To sightread a selection of words.	5. Go over the large facsimile with the students. Read and explain each box heading. Check for short-term memory by pointing to individual words or phrases and asking students to read them. If necessary make individual word and phrase cards.		p31
6. To fill out an I.D. card form.	6. Give each student a dittoed I.D. form and tell him to fill it out as if it were to be his own card. If necessary, give practice in writing dates in military fashion (12 August 73). Have students tell each other their color of eyes and hair.		p29

*This lesson was submitted by Rachel Gribble and Jane Sprinkel, Heidelberg Elementary #2; and John Junkala.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
a. To measure height.	a. Have students measure height, using chalkmarks and rulers.	p31
b. To measure weight.	b. Have students weigh themselves, using a bathroom scale.	p31
c. To copy a sequence of numbers.	c. Give each student his sponsor's service number on a piece of paper and tell him to copy it into Box 12.	
	d. Tell student to "X-out" the word "Limited" in Box 13. (Do not have them sign Box 14, as this is for sponsor.)	

Additional I.D.-Related Math Activities

Reading numerals in sequence (Boxes #1, 12)
 Reading ordinal numbers (Boxes #2, 3, 9)
 Reading cardinal numbers (Box #8)
 Reading linear measurement (Box #7)
 Computing age to nearest year (month . . . day) (Boxes #2, 9)
 Computing length of I.D. card validity (Boxes #2, 3)

Additional I.D.-Related Reading Activities

Name: Father's (sponsor's) name
 Eye/Hair Color
 Sight Vocabulary
 Date of Birth
 Sponsor
 Height, Weight
 Theater
 Commissary
 Exchange
 Signature

Example of Identification Card

11. SERVICE AND STATUS OF SPONSOR		12. SERVICE NO. OF SPONSOR		13. AUTHORIZED PATRONAGE		14. SIGNATURE		
				THEATER COMMISSARY	LIMITED EXCHANGE UNLIMITED			
9. DATE OF BIRTH OF BEARER		10. GRADE AND NAME OF SPONSOR		5. COLOR EYES		6. COLOR HAIR	7. HEIGHT	8. WEIGHT
				4. ISSUED TO		3. EXPIRATION DATE		1. CARD NUMBER
2. ISSUE DATE								

Example of Completed Identification Card

1. CARD NUMBER FG 09, 076 A		3. EXPIRATION DATE 30 June 76		14. SIGNATURE	
2. ISSUE DATE 5 June 73		4. ISSUED TO Robert L. Jones - son			
5. COLOR EYES brown	6. COLOR HAIR black	7. HEIGHT 4'3"	8. WEIGHT 68		
9. DATE OF BIRTH OF BEARER 2 May 63		10. GRADE AND NAME OF SPONSOR SGT E-6 Jonas T. Jones			
11. SERVICE AND STATUS OF SPONSOR Army		12. SERVICE NO. OF SPONSOR 020 22 5746		13. AUTHORIZED PATRONAGE THEATER COMMISSARY EXCHANGE UNLIMITED	

(The experience unit)

Unit topic: LIVING IN OUR AMERICAN VILLAGE

Sub-unit topic: Base Facilities

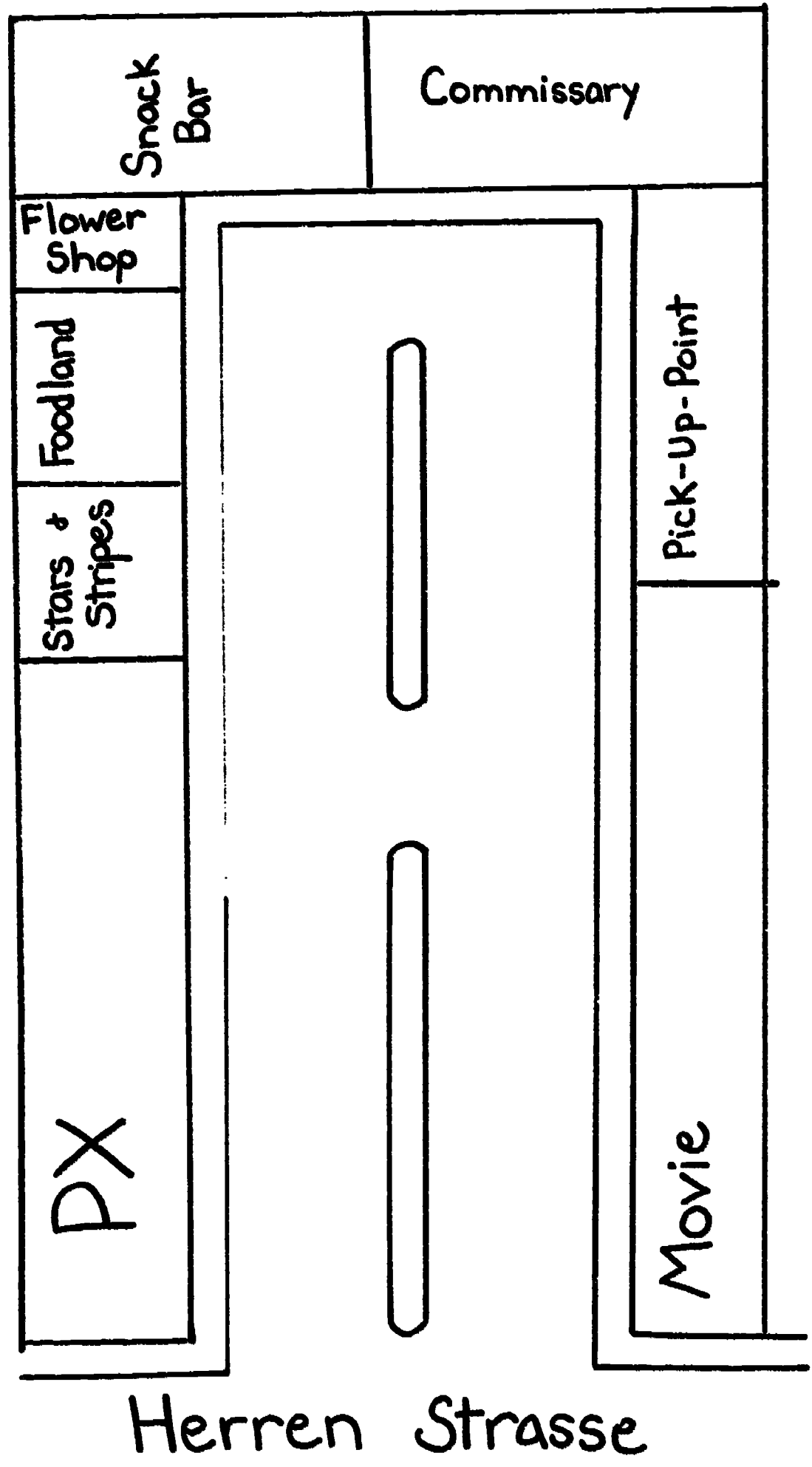
INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To compare different prices on one item.	1. Form two committees of students, a "Commissary Committee," and a "Foodland Committee." Give them identical lists of items (e.g., 1 bar Ivory Soap, 1 small loaf of bread, 1 half gallon of milk) and tell them to find these items in the Commissary or Foodland, write their prices beside them, then return to school.	p31 p40
2. To form a buying decision based on the comparison.	2. Put the items and prices on the chalkboard. WHICH PRICE IS MORE . . . LESS? WHERE CAN YOU BUY EACH ITEM?	p31 p40
3. To infer the reason for sometimes paying a higher price.	3. WHY DO WE SOMETIMES PURCHASE ITEMS AT FOODLAND? (It is open in the evenings and on Sunday when the Commissary is closed.) WHERE DOES EACH ITEM COST MORE?	
4. To sort Commissary and PX merchandise.	4. Form a PX Committee and a Commissary Committee. Have each committee cut out pictures of items that can be purchased in each facility. (Exclude candy and tobacco as these are available in each.) Have each committee attach their pictures to the bulletin board or experience chart under an appropriate printed heading.	p31 p40
5. To form a generalization.	5. Elicit from the students the generalization that most of the things we buy in the commissary are for us to eat.	
6. To introduce the term "supermarket." (Optional)	6. Show indoor scenes of American supermarkets in pictures. Ask if the stores look (inside) more like the commissary or the PX. Ask if anyone has been in a supermarket in the United States.	p29

*This lesson was submitted by Rachel Gribble and Jane Sprinkel, Heidelberg Elementary #2; and John Junkala.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
7. To recognize services offered by the Pick-Up-Point.	7. Have the class visit the Pick-Up-Point. Tell them to observe what is done for the customers there, e.g., film processing, laundry, dry cleaning, shoe, watch, and small appliance repair. Ask clerk for sample customer forms.	p80
	8. Make a bulletin board around the theme: <u>What We Can Do At the Pick-Up-Point.</u> Use cut-out magazine pictures and sample forms to illustrate services; label each service, e.g., FILMS, LAUNDRY, etc.	p31
8. To describe the time schedule of the base movie theater.	9. Take or sketch a picture of the base theater marquee as it appears on a Saturday or Sunday, showing the title of the film, its rating, and the times 1400, 1830, and 2030.	p40
	10. Prepare a worksheet with 3 clock faces and one of the above times under each clock face. MAKE EACH CLOCK FACE "TELL" THE TIME PRINTED UNDER IT.	p40
	If necessary, present the above times and the same times in civilian notation in separate columns; and ask the students to "match" them with connecting lines.	
9. To locate a point in relation to other points (spatial orientation).	11. During a class trip to the base shopping area, point out the location of each facility in relation to the others. Ask questions such as: IS THE "STARS AND STRIPES" NEXT TO FOODLAND? SEE THE FLOWERSHOP. ON WHAT SIDE OF THE SNACK BAR IS IT? HOW ELSE COULD WE TELL SOMEONE WHERE THE FLOWERSHOP IS? (At the corner by the Snack Bar.) IS THE MOVIE THEATER BESIDE OR ACROSS FROM THE PX? Make a sketch map of the area (see sample on next page) and bring it back to school. Draw the sketch map on the board, and review questions asked at the actual site. For future reinforcement, put the sketch map on a ditto. Prepare a worksheet with multiple choice fill-in items such as: (a) The Commissary is _____ the Snack Bar. (beside, across, from)	p30 p31

(The experience unit)



(The experience unit)

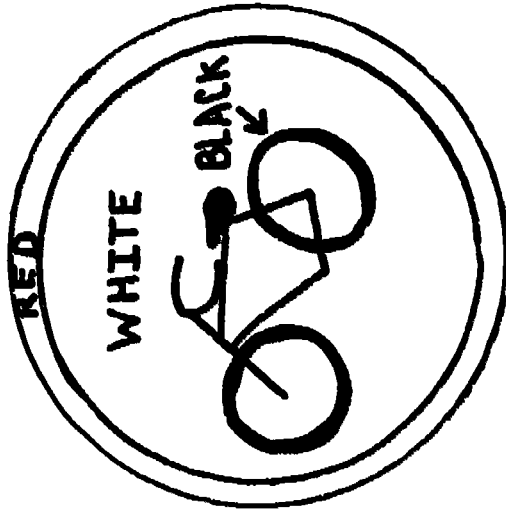
Unit topic: LIVING IN OUR AMERICAN VILLAGE*

Sub-unit topic: Road Safety Signs

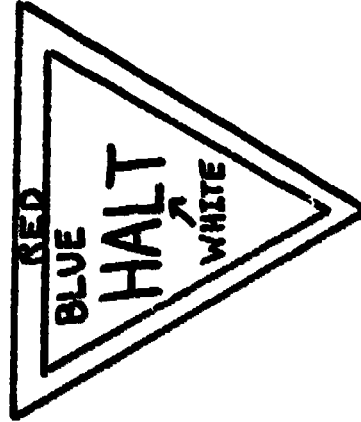
INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To recognize and identify common road signs.	1. From a driver's manual or other source, clip out colored pictures of road signs with which pedestrians should be familiar (see samples on next page). Display each, and ask students about its meaning. When necessary, tell them. Also tell them to look for road signs when they are walking or riding their bikes through the base housing or shopping areas.	p80
	2. Have students make the signs from construction paper. Print labels for signs separately, and post finished signs around the classroom.	p31
	3. Have students copy or write a few short sentences about each sign.	p40
2. To build a bar graph.	4. Put some common signs (see samples on next page) on a ditto. Give each student a copy. During a class walk have one student be responsible for each sign seen. Have the students keep tallies of their signs. In the classroom, post the signs along the base-line of a graph. Have each student pin up the number of red circles which corresponds to the number of (his) signs he saw.	p31
3. To interpret a bar graph.	5. Ask students to tell, from the graph, which sign was seen most . . . least . . . , etc.	p31

*This lesson was submitted by Rachel Gribble and Jane Sprinkel, Heidelberg Elementary #2; and John Junkala.

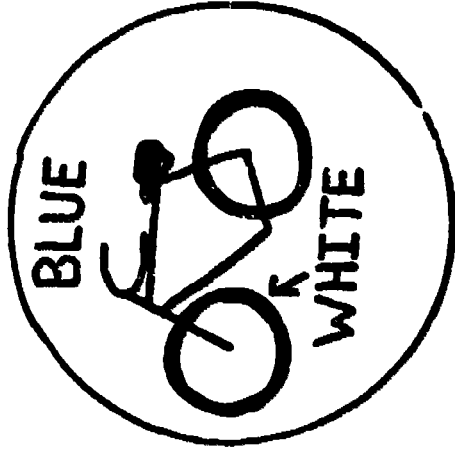
(The experience unit)



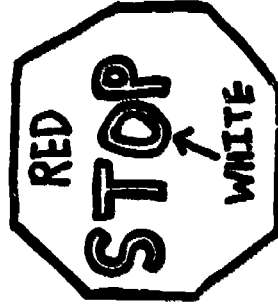
Bicycles Prohibited



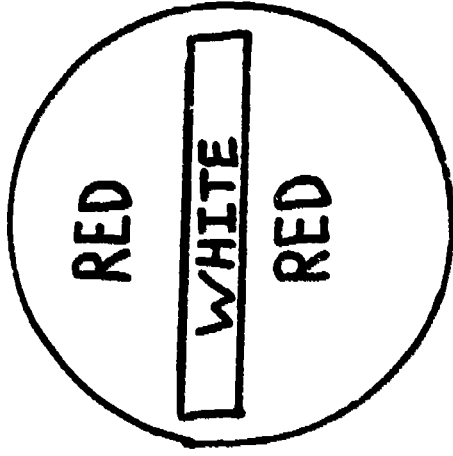
(Old) Stop



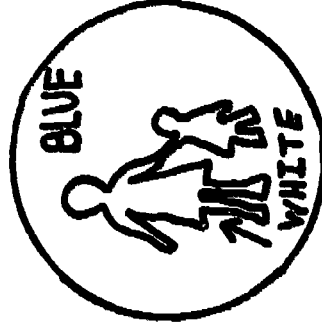
For Bicycles



(New) Stop



(Vehicles) Do Not Enter



Pedestrians Only

(The experience unit)

NOTES

USE AND ABUSE OF DRUGS*

Objectives

UNIT OBJECTIVE:

To become aware of the use and abuse of drugs.

SUBJECT INTEGRATION (Objectives):

A. Communication

1. To identify the three major categories of drugs.
2. To define the three major categories of drugs.
3. To do research on various drugs.
4. To present individual research reports (orally and visually).

B. Math

1. To sort and to tally the drugs in each category.
2. To tally the number of drugs which fall into more than one category.
3. To compute the cost of supporting a drug habit for one day, one week, one month, etc.
4. To compare the cost of supporting various drug habits.

*This outline was submitted by Leona Odegaard, Angelo Provenzo, Frank Smouse, Ed Fayne, Linda Renz, Larry DuHaurier, USDESEA summer workshop, 1972.

(The experience unit)

NOTES

C. Personal-Social

1. To list the reasons for drug usage.
2. To sort the reasons (#1) according to "Personal" or "Social" reasons for usage.
3. To compare and to evaluate the social and personal reasons for drug usage.
4. To identify the adverse effects of drug abuse on personal and social behavior.

D. Health and Safety

1. To recognize the medical uses of drugs.
2. To compare the adverse and the beneficial effects of drugs on the human body.

E. Vocational

1. The students will role-play situations showing ways in which drug use and drug abuse affect on-the-job performance.

(The experience unit)

Sub-unit topic: DRUG USE AND ABUSE*

For Senior High EMH Students (Lessons may be adapted for younger students.)
Partially field-tested at Wiesbaden High school

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To recognize containers in which drugs appear.	1. Assemble, in their commercial containers, aspirin, cold capsules, throat lozenges, liquid cough medicine, cigarettes, beer, liquor; and empty-but-labeled prescription drug containers: vials, tubes, boxes, bottles, etc. WHICH OF THESE COULD CONTAIN DRUGS? (All.)	p46
2. To sort prescription and nonprescription drugs.	2. Tell students that some of these can be bought simply by going into the PX or German Drogerie, while others can be obtained only at the pharmacy in the dispensary. or at a German Apotheke (substitute other host nation terms, e.g., pharmacía, chemist, etc.) by presenting a doctor's prescription. Tell the students to place all the prescription drugs in one pile and the nonprescription drugs in another pile. If necessary, call attention to the handwritten or typed instructions on the prescription labels.	p46
3. To recognize the forms in which drugs appear.	3. Before students arrive, remove samples of the patent drugs from their containers (pour small amounts of the liquids into paper cups). Randomize them on a table. Ask: WHICH OF THESE COULD BE DRUGS? (All.)	p16
4. To sort according to basic shape characteristics.	4. Mark a large paper into four sections, labeled Pills, Capsules, Liquids, Powders. If necessary, read the labels to the students. Tell them to sort the drug samples into their proper categories.	p40

*This lesson was adapted from draft copy, USDESEA Drug Education Guide.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
5. To recognize the appropriate uses of prescription drugs.	5. Arrange for a class visit to the pharmacy in the local dispensary. Have the pharmacist explain his job and the differences between prescription and nonprescription drugs.	p31
6. To compute clock time, given a specific time interval.	6. Have the students read the dosage instructions on a prescription label, e.g., "One capsule every 4 hours." Tell them to compute the times a capsule is to be taken if the first one is taken at 8:00 in the morning.	
7. To determine the number of days a prescription will cover.	7. Problem: Dosage is "One every 4 hours." There are 16 capsules in the bottle. How many days will they last?	
8. To recognize the appropriate uses of drugs.	8. Invite a nurse or medical technician from the dispensary to give a short, illustrated talk on the types of "shots" we get for disease immunization and for disease treatment. Have the base veterinarian tell about: Immunization and treatment drugs for pets; Substances added to meat and produce in the commissary; How he tests food and appliances in the commissary, snack bars, etc., for cleanliness.	

(The experience unit)

Sub-unit topic: DRUG USE AND ABUSE*

Lesson: Moods, and Changing Moods

For Senior High EMH Students (Lessons may be adapted for younger students.)
Partially field-tested at Wiesbaden High School

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To recognize moods.	1. Call attention to individual students who appear very obviously happy, depressed, angry, etc. DO YOU THINK _____ IS HAPPY OR UNHAPPY?	p29
2. To identify moods.	2. Show pictures of people depicting different moods. Tell students to point to the "grouchy" face, etc. 3. Point to individual students and ask the others to tell what mood the individual appears to be in. Point to individual pictures and do the same. Use magazines for examples, also.	p29
3. To classify pictures according to mood.	4. Bring a camera to class and have the students deliberately pose to depict various moods. Have them print labels for each picture, defining the mood of each. 5. Present an array of pictures showing people in obviously positive moods, e.g., joyously jumping up and down, receiving a gift, etc. Ask the students to tell how the moods of these people are all alike. Accept any response that indicates a happy or positive feeling.	p29 p80

*This lesson was adapted from draft copy. USDESEA Drug Education Guide.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
4. To sort pictures according to mood.	6. Repeat with pictures of people in negative, anxious, and dreamy moods, etc. 7. Have students sort pictures under dichotomous classifications such as "Happy-Not Happy," "Tired-Not Tired," "Nervous-Not Nervous," etc.	p29
5. To describe the characteristics of one's own moods.	8. Have students sort pictures under multiple classifications, i.e., place printed headings such as "Happy," "Angry," "Nervous" on the bulletin board or on a table, and tell students to put each picture under the heading that best describes it. 9. Discuss moods--"the different ways you feel." Have students tell how they "feel": When they first get out of bed in the morning When they get to school When it's time to read Just before lunch time At lunch When leaving school for the day When going to movies, rodeo, sport car rally, etc. When the movie previews indicate that an exciting looking movie is "R" rated When they have no money and want to go somewhere	p29
6. To describe situations and substances that can change moods.	10. Discuss how some of the following may change a mood: Someone telling a funny story A cup of coffee, soda pop, juice School called off because of fog or snow A coffee/cigarette break in the middle of morning Good things to eat: pizza, turkey dinner, etc. Someone being friendly Drinking a beer "Turning on"	

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
<p>11. Have individual students talk into tape recorders describing situations that put them into unhappy moods. Play the tapes to the group; have them suggest things that might have helped with getting into better moods. E.g., rapping with a friend; taking an aspirin; playing a favorite record; going for a ride; taking a nap; etc.</p> <p>12. Discuss drugs that are available in and around the community from illegal sources. Describe the basic types of commonly used illegal drugs, and their effects. (See <u>Drug Education Guide for Grades K-6.</u>)</p>	p29	

Tchr. Guide for Exceptional Child., Part III, June 1973

USDESEA Pam 352-623

(The experience unit)

Sub-unit topic: DRUG USE AND ABUSE*

Lesson: Conducting Interviews Concerning the Drug Problem

For Senior High EMH Students (Lessons may be adapted for younger students.)
Partially field-tested at Wiesbaden High School

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To compose and read an interview questionnaire.	1. Have the students prepare to interview the following school and community officials: school principal guidance counselor school nurse doctor from base dispensary provost marshal or MP commander chaplain base commander or community leader AYA director	
2. To copy a set of interview questions from the board.	2. Elicit from the students a short list of questions to ask each official, e.g., "Do you feel that we have a drug problem here? What are the most important causes of the problem? What are you doing about the problem? What can students do about the problem?"	p40
3. To learn an interview technique.	3. Assemble as many cassette tape recorders as you can find. Give students instruction and practice in operating them. Present a simple protocol for conducting a personal interview, e.g., a preliminary message or phone call to make an appointment; things to say when looking for the official's office; how to introduce oneself to the official; how to explain that the student would like to refer to a short list of questions, and tape the entire interview.	p29
4. To conduct an interview.		

*This lesson was adapted from draft copy, USDESEA Drug Education Guide.

(The experience unit)

Simulation-Role Playing: A Community Council Meeting

Situation: The community council is meeting to discuss the local drug abuse problem. Their objectives are to define the severity of the problem, and to discuss possible ways of dealing with the problem.

Background: The students have interviewed most of the real community officials and some students involved in the meeting.

Each student plays the role of a community official or himself/herself, and is given an opening line, e.g.

Base Commander: WE'VE BEEN GETTING A LOT OF COMPLAINTS ABOUT LONG-HAIRED KIDS USING DRUGS IN THE SHOPPING CENTER TOILETS, BASEBALL DUGOUTS AND OTHER PLACES IN OUR COMMUNITY.

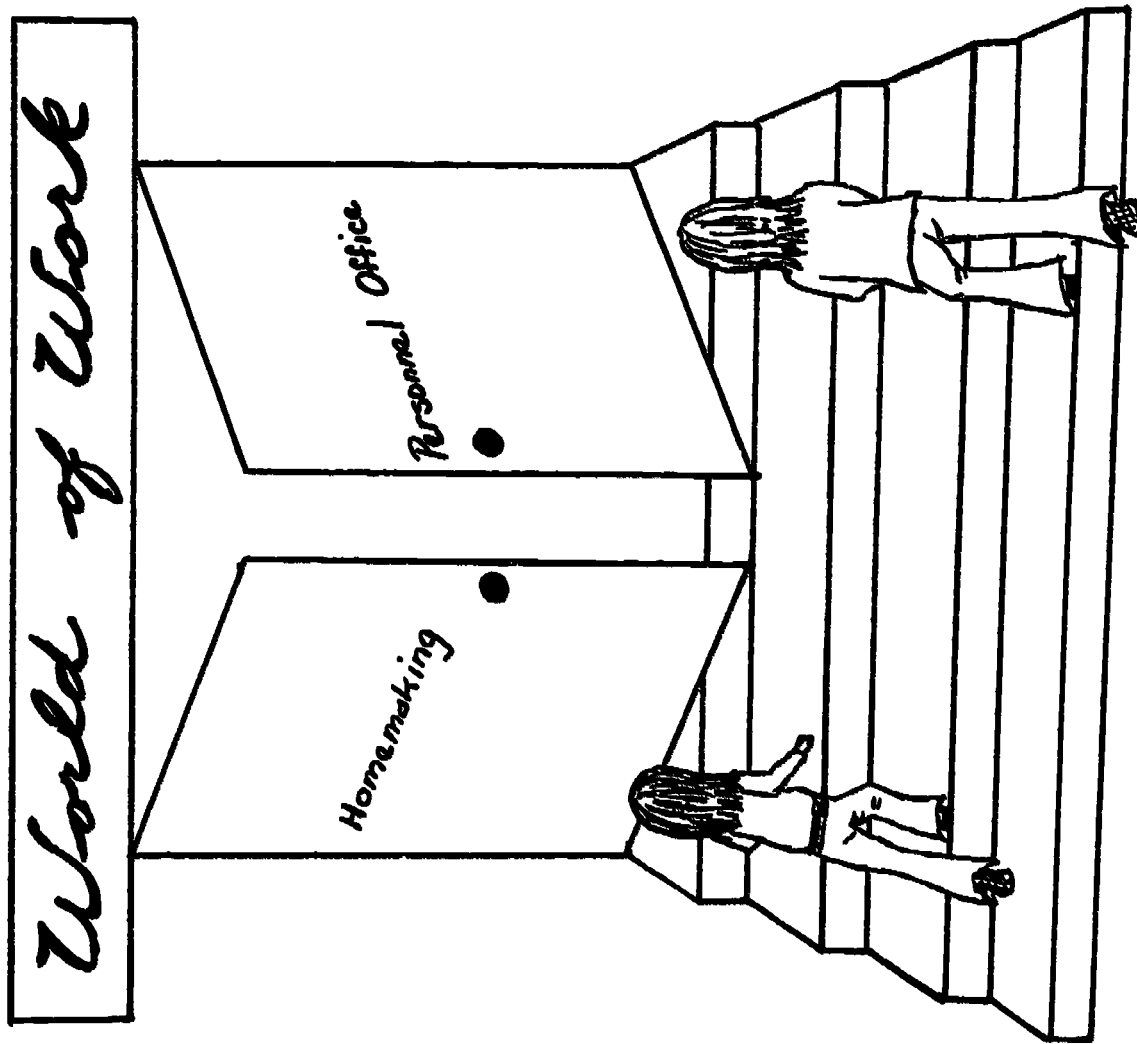
MP Commander: MY MP'S ARE GETTING MORE AND MORE CALLS TO THE HIGH SCHOOL AND TO THE MOVIE THEATER ABOUT KIDS MAKING TROUBLE.

Doctor: I'M SEEING A LOT OF OLDER KIDS WHO DON'T SEEM TO BE EATING ENOUGH TO STAY HEALTHY.

Principal: LATELY, I'VE BEEN GETTING A LOT OF COMPLAINTS FROM MY TEACHERS ABOUT KIDS BEING "TURNED ON" OR "SPACED OUT" IN THEIR CLASSROOMS.

Student: I WANT TO GIVE MY SIDE OF THE STORY . . .

Procedure: Each role player is to put himself in the role of the official or student he or she interviewed, and say, as far as possible, the things he thinks that official or student would say, based on the previously taped interviews.



INTRODUCTION

The WORLD OF WORK section of the guide is presented in five developmental subsections: Work Awareness in the Home (Level I); Work Awareness in the Classroom (Level II); Work Awareness in the School and Environs (Level III); Work Orientation (Level IV); and Work-Study: Getting and Holding a Job (Level V). This section emphasizes work as an integral aspect of life--at home and school. The student's place within this world of work is the launching point for teacher-supervised exploration of attitudes and skills which will prepare him to hold a job. Finally, he will move to the last section to prepare for a job in a competitive, real-life situation.

The Suggested Teaching Activities are examples of ways to teach these skills. Each one restates the ability and assessment, presents several content-development and reinforcement activities which are cross-referenced to the Teaching Resources and Teaching Strategies section, Part IV. The individual teacher can make the best decisions about the pace of instruction within the classroom and can make time allotments accordingly.

At any point in the special education program, teachers can use parts of the WORLD OF WORK section of the guide. The teacher of the primary and intermediate levels will find that work awareness can be a continuing theme in other phases of the instructional program, e.g., math, science, etc. The secondary teacher will, of course, find the abilities and content in Levels IV and V germane to his program. It should be noted that success at Level V is dependent upon success at Level IV. The secondary program cannot begin at Level V unless the pupil has demonstrated mastery of the abilities at Level IV. The secondary teacher will also find that the abilities at the earlier levels (I, II, III) will assist him in programming for the secondary pupil who may lack basic work skills. The abilities in each level stress work preparation. This is especially true for Levels I, II, and III, ages in which emphasis has not traditionally focused on work preparation. The Level I skills, for instance, are primarily perceptual/motor, but emphasis is on the development of perceptual skills within the work perspective. An example of this is ability #9, a low level discrimination task, yet work-related. This same balance between developmental level and work emphasis continues in Levels II and III where the pupil learns about work in the home, the school, and immediate surroundings.

In Level IV the pupil develops abilities which are directly work-related. The subsection is designed to give the pupil the opportunity to learn and practice job-related behaviors within school and community settings under the direct supervision of the teacher. Some abilities in Level IV should be regarded as the upper limits of job-related functioning for some pupils while Level V is the work-study stage for those pupils who, upon graduation, will be expected to be capable of full employment and independent living. It is anticipated that

the amount of time the pupil at this level spends with the teacher will be much less than at earlier levels. Thus, the Level V subsection stresses those abilities which should allow the pupil to get and hold a job. Very few of the abilities in the WORLD OF WORK section are intended to prepare the pupil for any specific job. Such vocational preparation is beyond the scope of this guide.

Porter * (1970) succinctly identifies the rationale and goals of the section when he states:

In a nutshell, high school special education is vocational education. The special education graduate at age 18 must be capable of entering the adult world of work and competing directly without further formal education or training in most instances.

To survive under such conditions the young adult worker must attain at least three goals as part of his preparation.

1. He must learn to live among others.
2. He must learn to work with others.
3. He must feel a sense of belonging.

Should any of these goals be underdeveloped or break down, then one can predict the rapid deterioration of the others. While these are special education life goals for all instructional levels, they are crucial during the final three or four years of high school for the educably mentally retarded.

The structure of this section allows teachers at all levels to stress instruction which contributes to the end goal: an adult who can enter the world of work.

* Porter, M. "A Curriculum Model for Senior High School Special Education Programs." Reprinted, with permission, in the WORLD OF WORK section.

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A Curriculum Model for Senior High School
Special Education Programs

by

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INTRODUCTION

The purpose of this paper is to provide curriculum guidance to high school administrators, counselors and special education teachers with reference to programs for special education students. Certain aspects of curriculum are basic to any modern special education program at the high school level. One of these, the core-curriculum activities, is presented as an example of a specific program being used at Wiesbaden High School. This particular model has been developed by the special class teacher, Mr. Lawrence Du Maurier at Wiesbaden High School. Several of the resource materials are not in the supply catalog as yet--although this fact has not posed an insurmountable problem to the teacher. Curriculum is always (and should be) in a dynamic state. Any model serves the practical needs for the moment but is seldom capable of fitting the unique situations at different schools. We hope that this one does help in the development of strong programs for USDESEA high schools.

GOALS FOR HIGH SCHOOL SPECIAL EDUCATION

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All of these goals share one developmental characteristic--the personal-social interrelationships with others. In addition each goal has to be developed (through instructional techniques and activities) to satisfy the basic elements of living independently.

In the first case, which is the most difficult for the slow-learner to reach, the goal to live among others refers to a person's ability to "take care of himself" in a fast-moving, highly technical and materially-oriented society. The ability to manage one's minimum level of wages is crucial to the success of the adult retardate. There is no end to the number of experience-related arithmetic activities that refer to communications, transportation and personal finance, for example, that need to be included in the core-curriculum.

To learn to work with others has proven to be the easiest goal for retarded adults to master. Those communities that have provided work-experience stations for the handicapped of all kinds have found them capable of handling many types of jobs in the semi-skilled, skilled and personal services categories. The attitudes, habits, and work performance levels of the special education students have been found to be most acceptable by employers. The instructional "must," of course, is to provide each student with three years of realistic work-experience before placing him in the mainstream of competitive adult work.

To reach the goal of feeling a sense of belonging requires initial and reinforcing ego-enhancing activities. The successes that students have with learning to live and work with others will probably contribute the most to their ego-development. However, the integration of secondary level students into regular classes and activities where success can be attained is a vital part of the social interaction required for good mental health development.

ORGANIZATION OF THE CURRICULAR ACTIVITIES

One way to plan a daily schedule is to look at the three major activities that need to be in the plan in order to attend to the scheduling functions unique to the individual students and total school organization. These activities include (1) classroom integration, (2) work-experience, and (3) core-curriculum. In general each of these areas in the model should be blocked for two periods in a six period day. Flexibility must be possible since some students may integrate into regular classes from one to three hours. Others may work one period initially or practically all day during the final semester of their 12th year. Some attempt should be made to schedule all the students together for a minimum of one period for core-curriculum activities.

INTEGRATING INTO REGULAR CLASSES

The selection of the courses which can be scheduled for integration purposes is an important responsibility of the special class teacher and the counselor. On the average only two periods per day each year can be allowed for such purposes because of the necessity for each student to benefit from work-experience and core-curriculum activities.

With the possible exception of physical education, no other courses should be considered adequate for integration of the entire group. The criteria for selecting courses appropriate for any given student would be as follows:

1. Can the student earn a passing grade in competition with regular students?
If the course is considered a good one for ego-enhancement, then successes with peers must be predicted and observed.
2. Can the student benefit vocationally by pursuing a specific course? Again he must perform at a passing production level for his placement to be valid.
3. Can the student benefit from a given course in terms of developing skills and concepts for personal use? Learning to sew for example is valid for some but not for others.

More than one reason, then, is acceptable for the selection of either non-academic or academic courses for secondary students. The point is that the teacher should be very well aware of that reason and should be influential in assisting the students and parents with course selection.

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Although these students can take and pass many courses, it is vital to remember the overall vocational objective for which special education is held responsible. Work-experience and core-curriculum are more important activities than integration when the time comes for decisions about reality instruction at the high school level.

WORK-EXPERIENCE CONSIDERATIONS

The heart of the senior high special education program is work-experience. When a student begins this activity all of his abilities, values, habits and personality characteristics are laid bare and can be observed by the teacher. This is essential if the teacher is going to plan an experiential core-curriculum for educationally handicapped students that is concretely related to problems of living and working with others.

If the students have been in a properly designed pre-vocational junior high special education program (with one segment being related to job activities similar to Junior Achievement programs) then the initial step into a community job is relatively easy.

Generally, the 10th and 11th grade work-experience positions should be considered as exploratory. This is a time to observe the student with different supervisors while performing various tasks. It is far more important to job retention for special education students to learn to work among others than it is to learn specific skills. New skills required by industry are normally taught within industry as the changing needs arise. During the 12th grade year, however, it should be the intent of the instructional program to place each student on a job which he performs well and is considered to be one which will gain him entrance into the work market as a graduate. It is during this year that a decision to extend work-experience beyond two periods of the school day for some students is of commendable importance.

THE CORE-CURRICULUM

The essential characteristic of the core-curriculum period of instruction is that the content and activities are related to the life experiences that the students have in school, at home, or on the job. The following is one example of a program of studies which includes some relevant materials:

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1. Vocational Guidance/Education

Objective: Help students develop and gain the confidence they will need to get and HOLD a job by learning about the ACTUAL WORLD OF WORK.

Text:

The World of Work Series, by Bohn and Wool

World of Work: Your Job and Success

World of Work: You and Success

The books have a clear presentation and easy reading level. The selected topics provide meaningful growth in understanding the world of work.

Examples of topics are: Finding Out About Jobs; Looking For a Job; What Employers Want; Applying For a Job; Your General Appearance; Meeting Your Employer; Attendance And Punctuality; Accepting Criticism; etc.

Each lesson allows for oral participation. The practice materials at the end of each lesson are designed to help in spelling, writing, following directions, and the building of a world of work vocabulary.

2. Social Studies

a. U.S. History

Objective: To further the special class students' knowledge, understanding and appreciation of the history of America.

Texts and**Materials:**

The Story of Our America, by Baldwin

In consecutive units the book traces the development of America from the Period of Exploration to the Space Age and early sixties.

The text employs what is termed the modern "teaching-machine technique" and is said to be completely "programmed." Every right hand page contains the text and instructional materials, while every left hand page is

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"programmed" with completion, multiple choice, and true-and-false tests to accelerate the teaching process and insure a higher percentage of mastery of the material.

Examples of lesson titles are: How American Was Named; The Spanish Explore the New World; The French Explore the Mississippi Valley; The English Claims the New World; Founding of the Colonies; Events That Led to the Revolution; etc.

The Negro in American History, Vol. I NX 0181-0875-003

The Negro in American History, Vol. II NX 0181-0876-003

Black Chronicle--Multi-media Kit USDESEA NX 0184-1186-003

Teacher's Guide to American Negro History, William Loren Katz NX 0184-1133-003

b Government (U.S. Constitution)

Objective: Develop an understanding, knowledge, and appreciation of one of the most important documents in the history of America. Because this document is one of the basics for our government and the foundation for democratic citizenship, every individual, including the special education student, should know of and have an opportunity to scrutinize important points of this document.

Texts: The Constitution, from the American History Study Lessons by Abramowitz
To help students better understand the Constitution, the original words are presented in the left-hand column and some explanations of the authors in the right-hand column. Parts of the Constitution that have been changed and are no longer in effect have been put in brackets.

Some examples of lessons are: The Ideas Behind the Constitution; An Analysis of the Constitution; How Congress is Chosen; The Living Constitution, etc.

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Civil Liberties, Case Studies and the Law USDESEA stock number
EX 0185-1225-001

3. Communication (Language Arts)

Objective: To upgrade reading skills as a means to greater communication and the awareness each student has of himself and his environment.

Books: The Turner-Livingston Communication Series, by Turner

An interesting program designed to develop reading in a meaningful way. Seeks to break psychological barriers and motivate each student to enter into study patterns and discussions. Improves vocabulary and paragraph comprehension, helps students grasp main and related ideas and to develop critical reading skills.

A series of single-unit booklets. Each presents a complete story that deals with some phase of communication that is of vital concern to each student.

Booklets: The Letters You Write
The Language You Speak
The Newspapers You Read
The Movies You See

4. Health and Safety

Objective: Development of student's physical and emotional well-being.

Text: Plans For Living: Your Guide to Health and Safety, by Hudson and Weaver

Text-workbook personal guide for the development of the student's physical and emotional well-being. Considers body growth, personal cleanliness, good grooming, exercise and rest, and disease. Involves the student in basic safety rules and rudimentary emergency procedures.

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5. Citizenship

Objective: Development of good citizenship.

Text and

Materials: To Be a Good American, by Hudson and Weaver

A series of text-workbooks designed to develop the student's potential for good citizenship. Books in the series:

In Your Family--Gives the student a basic frame of reference in the home situation. Considers members of the family, role of the family and home life, doing things as a family, friends and neighbors, and the student's potential future with a family of his own.

In Your Community--Describes the functions of the local community and the citizen's role in it. Provides information on community services, types of community workers, and local laws and government. Stresses the individual's responsibility to his community.

In Your State--Discusses the structure of state government and a state constitution and the roles of governor, legislature, and courts. Outlines state services, the purpose of taxes, and the role of citizens in elections.

In Your Country--Presents the functions and departments of the United States government. Discusses the Constitution and the legislative, executive, and judicial branches. Illustrates the role and the use of federal taxes.

The Color of Men Kit USDESEA stock number NX 0180-1020-003

6. Vocational Education/Work-Study

Objective: Provide classroom explorations toward getting a job in reference to student's work-study assignments.

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Text:

Getting a Job, by Florence Randall

This practical text-workbook provides a realistic presentation of what kinds of jobs there are and how to read and use help wanted ads, make applications, go to interviews, and fill out forms.

Discusses on-the-job and government programs, wages, taxes, Social Security, work laws, etc., in simple language with specific instructions and advice. Illustrated with photographs, plus actual forms, sample letters, and help wanted ads.

Attempts to dignify the human being with the understanding that people have different capabilities and that all work is honorable.

7. Mathematics

Objective:

Provide life-experience units and situations which will enable the student to use the basic mathematic facts he has learned.

Text:

Target Mathematics Mafex Associates, Inc.

A series of four practical text-workbooks which presents daily situations is:

Book IV--Employment Mathematics, units of study presented as concepts are:

Using a Sales Tax
Working in a Cleaners
Working in a Drug Store
Working in a Restaurant
Working in a Department Store

Book V--Citizenship Mathematics, concepts presented are:

A Bank and Its Services
Using a Checking Account
Understanding Payroll

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Book VII--Mathematics For Everyday Living (Family Living) concepts presented:
Using a Savings Account
Using a Charge Account

Book VIII--Mathematics For The Worker, concepts presented:
Working in a Gas Station
Working in a Carry-Out Restaurant
Managing Your Money

8. Remedial Reading

Objective: To provide individual remedial aid to each student at his own level of achievement and provide a sequential continuum from this level to a higher one which will enable the student to participate properly in our present-day technological culture.

Series: The Mott Basic Language Skills Program for Compensatory Reading

The 'Program' is designed to provide a Language Skills program specifically constructed to use with the undereducated or underachieving student. The complete and thorough skills continuum of the 'Program' provides a motivational environment for the compensatory student who has been conditioned negatively by continuous learning failures.

PROGRESS REPORTING

Secondary level special education students are placed in regular classes with the exception of earning credit in competition with all other students. When one is failing because the course is too difficult, he should be withdrawn from the class.

Beginning at grade 9 it is necessary to reflect the courses and the credit given for each period of instruction on the transcript. The process of collecting and recording such grades should be consistent with similar activities involving regular students. The essential procedures would include:

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1. Each teacher (regular and special class) arrives at a grade for the instructional period(s).
2. The grades are reported to the office which has the administrative responsibility for collecting and recording grades on transcripts.
3. Grade cards are given to each student who attends a regular class.
4. Grades in the special class should indicate the amount of credit earned which corresponds to the number of periods the student spends in the core-curriculum activities.
5. Grades in work-experience should also correspond to the number of periods the student is working on the job during the school day. Students who work beyond the school day are not normally given a grade or credit for such extra work.
6. As with regular students, those students who are enrolled in special education may earn different amounts of credit according to the schedule worked out for them. As a rule, each special class student should receive a minimum of 5 units of credit plus physical education (not mandatory) each year. They do not fail special class (core-curriculum) or work-experience although they could receive a failing grade for a regular subject in which they have been integrated and not withdrawn from.
7. An example of a transcript for a 12th grade special education student might be as follows:

<u>9th Grade</u>	<u>GRADE</u>	<u>UNITS (year)</u>
Special Education (core)	B or (S)*	3
Social Studies	D	1
Industrial Arts	C	1
Physical Education	B	1/4

*S = Satisfactory if included in grading system.

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<u>10th Grade</u>	<u>GRADE</u>	<u>UNITS (year)</u>
Special Education (core)	B	2
Typing	C	1
Work-Experience	C (or S)	2
Physical Education	A	1/4
<u>11th Grade</u>		
Special Education (core)	C	2
Work-Experience	B	2
General Business	C	1
Metals Shop	C	1
<u>12th Grade</u>		
Special Education (core)	A	1
Work-Experience	B	3
Welding	C	1
American Government	D	1

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ABILITIES AND ASSESSMENTS

Level 1 (C.A. 3-5 Pre-Primary)
WORK AWARENESS IN THE HOME

1. To follow simple spoken directions.
Get the pupil's attention. Give one direction at a time.
PICK UP THE HAMMER . . . TOUCH THE WASTEBASKET . . . GO TO THE CHALKBOARD . . . PICK UP THIS PAPER . . . etc.
2. To recognize that parents work.
Present the pupil with pictures of people doing various kinds of work.
WHAT ARE THESE PEOPLE DOING? DOES YOUR MOM OR DAD DO ANY OF THESE THINGS? DO YOUR MOM AND DAD DO WORK?
3. To name some simple work-related tasks that he/she can do in the home.
TELL ME SOME OF THE WORK THINGS THAT YOU DO AT HOME.
4. To name some work-related tools/objects in the home.
TELL ME SOME OF THE THINGS THAT YOU USE AT HOME TO DO WORK.
5. To recognize that people can help each other through work.
Present the pupil with a picture of a tired mother in a child's bedroom with clothes and toys strewn about.
WOULD WORKING TO PICK THE CLOTHES UP AND PUT THE TOYS AWAY HELP THIS MOTHER? HOW WOULD IT HELP HER? HOW WOULD SHE FEEL IF YOU HELPED HER? HOW WOULD YOU FEEL?

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 43	p7; 28a, b p8; 28c, d	p63
	p28; 24	
	p19; 19	p63
	p24; 33-44	
	p25; 50a, b, c, d	p29

(Abilities and assessments)6. To dress himself/herself.

Give the pupil one piece of clothing at a time (this is an "extra" set; the items could be put on over whatever clothes the pupil has on).

PUT THIS ON. IS IT HARD TO PUT ON? WHY? (E.g., zipper, buttons, snaps.) WHAT IS THE EASIEST WAY TO PUT THIS ON? (E.g., dress goes over the head, rather than pulled up from the feet.)

WORK AWARENESS IN THE CLASSROOM7. To use toy replicas of common hand tools.

Present the following toys to the pupil: a large pounding board with pegs, plastic screw, plastic or wood nut, small piece of soft wood. Make the appropriate toy tools available to the pupil (hammer, wrench, saw, screw driver).

TAKE THESE (the tools) AND USE THEM WITH THESE (the toys).

8. To discriminate the shapes of work-related tools/objects in the classroom.

Give the pupil a peg board with the shapes of common tools outlined. Give the pupil the tools.

PUT THESE TOOLS ON THE PEG BOARD IN PLACES WHERE THEY BELONG.

9. To identify work-related activities in the classroom.

TELL ME THE WORK THINGS THAT WE DO IN OUR CLASSROOM.

10. To attend to and complete an assigned task.

FRANK, PUT THE PUZZLES IN THE PUZZLE BOX (or alternate tasks that are appropriate for the pupils).

TEACHER TIPS			
Suggested Activities	Teaching Resources	Teaching Strategies	
	p7; 28a	p31	
W 45		p31 p46	
	p7; 27	p46	
W 47	p27; 9b, c		

(Abilities and assessments)

11. To identify ways people work together in the classroom.
TELL ME (SHOW ME) THE WAYS THAT YOU AND _____ CAN WORK TOGETHER.
12. To complete an assigned task which requires teamwork.
SALLY, YOU AND FRANK CLEAN THE CHALKBOARD. WORK TOGETHER SO THAT YOU HELP EACH OTHER DO THE JOB.
13. To recognize the difference between own and others' belongings.
Put several very similar articles (some of which are his) in front of the pupil.
TAKE THE THINGS THAT ARE YOURS.
14. To place belongings in designated areas.
Give the pupil his coat, boots, school papers, etc.
PUT THESE THINGS WHERE THEY BELONG.
15. To practice using safety precautions while working on a task.
Give the pupil a task to do that requires using safety precautions, such as sawing.
SAW THE WOOD. BE AS CAREFUL AS YOU CAN. (Use a toy saw.)
- Level II (C.A. 6-9 Primary)
WORK AWARENESS IN THE HOME
1. To recognize that each member of the family has certain tasks to perform to keep the home functioning.
Use a doll house and toy figures of people.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 49	p28; 24 p28; 25 p7; 28b	p80
W 52	p9; 43, 44 p28; 27 p7; 28a, b	 p80
	p28; 24	p80

(Abilities and assessments)

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
<p>HERE IS A HOUSE. HERE IS THE FAMILY. SHOW ME (TELL ME) WHAT THINGS EACH PERSON IN THE FAMILY SHOULD DO TO GET THE WORK DONE IN THIS HOUSE.</p> <p>2. <u>To identify work done in the home by members of the family.</u></p> <p>Show the pupil a chart with either pictures of the members of his family or the names of the members of his family in the left hand column. In the right hand column, have pictures of work that is done in the home. Point to the work.</p> <p>SHOW ME (TELL ME) WHO DOES THIS IN YOUR FAMILY.</p> <p>3. <u>To name two or more work-related tasks that he/she can do.</u></p> <p>TELL ME SOME WORK THINGS THAT YOU CAN DO.</p> <p>4. <u>To assume responsibility for doing one or more tasks related to housework.</u></p> <p>Contact the pupil's parents to determine the housework for which the pupil has assumed responsibility.</p> <p>5. <u>To assist in the preparation of a simple meal.</u></p> <p>I M GOING TO FIX A LUNCH. DINA, COME AND HELP ME.</p> <p>6. <u>To follow simple spoken directions.</u></p> <p>Refer to Assessment #1, Level I.</p> <p>7. <u>To identify work done in the classroom by the teacher and others.</u></p> <p>Present the pupil with a chart showing simple pictures of the work done in the classroom. Point to one of the pictures and ask the pupil:</p> <p>WHO DOES THIS WORK IN OUR CLASS?</p>	<p>p28; 24</p> <p>p27; 9b, 12</p> <p>p24; 34-42</p> <p>p7; 28a, b p8; 28c, d</p>	<p>p29</p> <p>p80</p> <p>p80</p>

(Abilities and assessments)

8. To use common work-related hand tools.
Present the pupil with the following materials and tools: three 6x1x1-inch pieces of white pine or other lumber, a three-inch hex head stove bolt and nut, a one-inch wood screw, a few six penny common nails, a claw hammer, a cross-cut saw, a pair of pliers, and a screw driver. (Supervise the activity.)
CUT THE WOOD. FASTEN TWO PIECES OF WOOD TOGETHER. PUT THE NUT ON THE BOLT AS TIGHT AS IT WILL GO. PUT THE SCREW INTO ONE PIECE OF WOOD.
9. To choose appropriate tools, materials, and supplies for a specific work-related task.
FRANK, YOUR JOB IS TO (WASH THE BOARD). GET EVERYTHING THAT YOU WILL NEED TO DO THE JOB BEFORE YOU GET STARTED.
10. To manage and complete an assigned task with one other member of work team.
JOE AND ROGER, LET ME SEE YOU WORK TOGETHER TO (PICK UP THE PAPERS AND PUT THEM IN THE WASTEBASKET).
11. To share tools, supplies and materials.
Select four pupils. On a table have pieces of lumber, toy nails and two toy hammers.
SHOW ME THE WAY THAT ALL OF YOU CAN USE THE HAMMERS, NAILS, AND WOOD.
12. To identify the characteristics commonly associated with self-control.
Show the pupil a series of simple pictures or tell a story. The central character might be throwing tools, bumping into others in the work area, grappling with another pupil for possession of a tool. In others, the central character might be hanging tools up, working quietly next to someone else, and waiting for his turn to use a tool.
SHOW ME (TELL ME) THE THINGS THAT THE BOY IS DOING THAT MEANS HE IS IN CHARGE OF HIMSELF. SHOW ME (TELL ME) THE THINGS THAT THE BOY IS DOING THAT MEANS HE IS NOT IN CHARGE OF HIMSELF.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 57	p27; 10 p9; 43, 44 p28; 27 p7; 28b p8; 28c, d p22; 4 p26; 56	p46 p80 p29

(Abilities and assessments)

TEACHER TIPS			
Suggested Activities	Teaching Resources	Teaching Strategies	
<p>13. <u>To exercise self-control when completing a task.</u> JACK, YOU (PUT AWAY THE TOOLS, etc.). SHOW ME THAT YOU ARE IN CHARGE OF YOURSELF WHILE YOU ARE WORKING.</p> <p>14. <u>To practice good manners when working to complete a task.</u> Select several pupils to simulate a group working in the work area. SHOW US HOW YOU CAN ASK EACH OTHER FOR THE THINGS THAT YOU NEED, HOW YOU CAN WORK TOGETHER IN WAYS THAT WILL HELP EACH OTHER.</p> <p>15. <u>To observe simple health practices.</u> Prepare a snack shortly after pupils return from the playground. GET READY FOR JUICE AND CRACKERS. WHAT DO YOU DO BEFORE YOU EAT? (Wash hands.) After the snack, ask: WHAT SHOULD YOU DO AFTER MEALS TO PREVENT CAVITIES IN YOUR TEETH? (Brush teeth, or if you can't brush, rinse your mouth with water.) Use other questions such as: WHAT SHOULD YOU DO AFTER GOING TO THE BATHROOM? (Wash hands.)</p> <p>16. <u>To practice using safety precautions.</u> Use the materials and the tools specified in #11 above. Point to each tool in turn. SHOW ME THE SAFE WAY TO USE THIS. SHOW ME THE SAFE WAY TO PUT THIS AWAY.</p>	<p>p22; 4 p25; 56 p23; 26</p> <p>W 59</p> <p>p18; 9, 10 p80</p> <p>p28; 26 p80</p>		

(Abilities and assessments)

17. To identify common environmental symbols.

Have pictures of common environmental symbols (stop sign, bathroom doors with male or female silhouettes on them, traffic lights). Point to each one and say:

SHOW ME WHAT YOU DO WHEN YOU SEE THIS.

18. To assist in the preparation of snacks.

IT IS TIME TO FIX OUR SNACK. HERBERT, COME AND HELP ME GET THE SNACK READY.

Level III (C.A. 10-13 Intermediate)

WORK AWARENESS IN THE SCHOOL AND ENVIRONS

1. To follow spoken and written directions.

TOM, GO TO THE OFFICE. ASK MISS FRANZ (THE SECRETARY) TO SEND ME THE NEW BUS SCHEDULE.

SUE, HERE ARE SOME DIRECTIONS THAT YOU MUST FOLLOW TO DO THIS LESSON. READ THEM TO ME.

Use similar directions for other members of the class.

2. To identify some jobs in the school.

Have pictures of people doing jobs in the school building and people doing work not associated with the school.

POINT TO THE PEOPLE DOING SCHOOL JOBS. NOW, WHAT JOB IS THIS ONE DOING? THIS ONE?

3. To label classroom, playground, and other school-related work tools.

HERE ARE SOME TOOLS THAT WE USE TO KEEP OUR CLASSROOM CLEAN. NAME THEM. (Eraser, bucket, broom, etc.) NOW, WRITE (PRINT) THE NAMES ON THESE PIECES OF PAPER. . . PUT THEM ON THE TOOLS WITH THIS TAPE.

TEACHER TIPS			
Suggested Activities	Teaching Resources	Teaching Strategies	
W 60	p28; 19	p46 p80	
	p27; 9c	p80	
W 63	p28; 15	p29	
		p46	

(Abilities and assessments)4. To sort work-related objects according to category of use.

Present the pupil with an assortment of pictures or real objects of the following: hammers, saws, case or butter knives, pieces of cloth, sponges, cleansers, pans, buckets, scissors, pencils, crayons, pliers, clamps.

LOOK AT THESE THINGS. WE DO OUR WORK WITH THEM. FIND ALL THE THINGS (PICTURES OF THINGS) THAT WE WOULD NEED TO DO THE WORK OF CUTTING (WIPING, HITTING, HOLDING, DRAINING, CLEANING, etc.). PUT THEM HERE.

5. To identify work-related tasks consistent with abilities.

TODAY, EACH OF YOU WILL CHOOSE A WORK TASK, EITHER IN THE CLASSROOM OR ON THE PLAYGROUND, THAT YOU THINK YOU CAN DO.

Name several tasks, some that are more difficult than others. Permit pupils to select their own tasks. Observe each pupil as he does his task. Develop your own criteria to evaluate the pupils' performances of the tasks.

6. To complete an assigned task.

JOHN, THE BOARD NEEDS TO BE CLEANED. PLEASE CLEAN IT. (Use other tasks for other pupils.)

7. To organize a day's activities into practical time segments.

Ask each pupil to assist you (or your aide) in making a schedule for the day using a time period for each activity. Example:

8:30-9:00	--	Music (songs)
9:00-10:00	--	Reading
10:00-10:15	--	Recess
10:15-11:00	--	Mathematics
11:00-12:00	--	Unit: <u>Cooking</u>
12:00-12:30	--	Lunch
		Etc.

WHY DO YOU THINK WE NEED TO HAVE A TIME SCHEDULE LIKE THIS?

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 65	p24; 33-44	p46
W 67	p25; 52 p27; 9c	p31

(Abilities and assessments)8. To organize a task systematically.

JOHNNY, PLEASE SET THE TABLE FOR OUR SNACK. SHOW ME WHAT YOU WOULD DO BEFORE SETTING THE TABLE. (Get the correct number of paper plates, cups, spoons, etc. from the cabinet and place them on a tray or table.)

Use other tasks such as washing the board, waxing the table tops, or making a diorama.

9. To assume responsibility for taking care of equipment and materials.

Assign a task to each member of the class. (E.g., taking care of various types of audio-visual equipment, library books, etc.) Observe the performance of each pupil for a 3-4 day period. Have each pupil tell the class how he did his task.

10. To practice good work habits.

WE HAVE TALKED ABOUT SOME THINGS WE SHOULD DO WHEN WE ARE WORKING ALONE AND WHEN WE ARE WORKING TOGETHER. NAME THEM, MARY. (Probable answers: following directions, being on time for school, coming to school except when we are sick, being courteous, etc.)

LET'S TALK ABOUT HOW YOU PRACTICE DOING THESE THINGS.

Observe the pupil as he/she does assigned tasks. Keep a record on each pupil.

11. To produce a simple product with members of a "production line."

Refer to sub-unit, Part III: Cooking: Making Applesauce for assessments of various tasks.

12. To identify those people who supervise others.

WHAT DOES "SUPERVISE" OR "SUPERVISOR" MEAN? NAME PEOPLE IN THE SCHOOL WHO SUPERVISE (ARE IN CHARGE OF) OTHERS.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 69	p25; 52	p80
	p25; 52 p27; 9c	p80
W 71	p24; 40, 42 p27; 13, 14	

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
13. <u>To exercise self-control while working with others.</u> Observe the pupil over an extended period of time in a variety of "work" situations. Assess for (1) keeping his voice within reasonable limits; (2) listening when others are talking; (3) not monopolizing conversation; (4) walking instead of running; (5) abiding by school and safety rules/regulations; (6) reacting appropriately to emotional situations.	W 74	p22; 7, 9 p23; 13, 19 21, 24, 26 p27; 9f	p80
14. <u>To accept constructive criticism.</u> Select a classroom job that the pupil has been doing. Evaluate his performance of the job with him. Give him constructive criticism about specific parts of the job or a specific work habit. Observe how the pupil reacts to your criticism of his work.			p80
15. <u>To maintain a clean and neat appearance appropriate to the work situation.</u> JOHN, TELL ME THE THINGS YOU WOULD DO SO THAT EVERYONE WOULD THINK YOU ARE CLEAN AND NEAT. (Probable responses: wear clean clothes, wash face and hands before coming to school [going to work], comb hair, keep clothes repaired, etc.) (Point out that doing some kinds of work will get us dirty.)		p24; 28 p25; 54	
16. <u>To react appropriately to common environmental symbols.</u> MARY, SHOW ME (TELL ME) HOW YOU WOULD KNOW WHICH ROOM TO GO INTO IF YOU WANTED TO GO TO THE BATHROOM. JOHN, TELL ME WHAT THESE SIGNS MEAN. (Hold up red STOP sign, DANGER--EXPLOSIVES, green GO sign.) WHAT DOES THE RED COLOR ON THE STOP SIGN MEAN, etc.? If possible, take a field trip around the base so that the pupils can personally identify these symbols and react to them.		p28; 19	p46
17. <u>To predict the consequences of not following safety precautions when working on a task.</u> Set up several of the familiar classroom or school tasks that involve tools or equipment. Have the tool or piece of equipment on hand when the assessment is done. WHEN YOU CLEAN THE PLAYGROUND, WHAT COULD HAPPEN IF YOU LEFT THE RAKE LIKE THIS (lying down, tines up)?	W 76	p28; 26	

(Abilities and assessments)

18. To set a table for four people.
TOM (MARY, SUE), THERE ARE GLASSES, DISHES, KNIVES, SPOONS, FORKS, CUPS, SAUCERS, AND NAPKINS IN THE CUPBOARD. GET THEM OUT AND SET THE TABLE FOR FOUR PEOPLE.
19. To serve a simple meal.
If possible, plan to serve snacks and other simple meals at school. Otherwise, have pupils tell you how to serve a meal.
20. To launder own clothing by hand.
JACK (SUE), TELL ME THE THINGS YOU WOULD DO TO GET READY TO WASH YOUR CLOTHES; TO WASH YOUR CLOTHES.
21. To iron or press own clothing by hand.
Provide simple articles of clothing such as napkins, cotton dish towels, men's handkerchiefs, a skirt.
IRON THESE PIECES.
Supervise this activity closely to prevent burning fingers or clothing.
22. To describe the purposes of a savings account.
TELL ME WHY WE NEED TO SAVE MONEY. WHERE WOULD YOU PUT YOUR MONEY WHEN YOU SAVE IT? WHY?
23. To describe the services of a bank.
ERIC (NORA), WE HAVE AN AMERICAN EXPRESS BANK IN THE SHOPPING CENTER ON THE BASE (or other location). TELL ME WHAT THE BANK DOES FOR YOU AND YOUR FAMILY.
Refer to Appendix A for lists of school jobs that are available for training (or can be made available to Level III pupils).

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
	p24; 38	p80
	p25; 46	p80
	p25; 48	p80
	p25; 48	
	p27; 7c	
	p26; 4	

(Abilities and assessments)

Level IV (C.A. 13-15+ Junior High)

WORK ORIENTATION IN THE SCHOOL AND IN THE COMMUNITY*

1. To make a survey of potential jobs in the following school areas: (a) cafeteria, (b) supply room, (c) office, (d) library, (e) other. (Refer to Appendix A following the WORLD OF WORK subsection, Part III.)
Arrange for pupils to observe the work being done in the above job centers in the school. Have them make oral reports to the class.
2. To make a survey of potential jobs in the following community areas: (a) hospital, (b) motor pool, (c) Commissary, (d) other.
Use the assessment procedure as in ability #1 above.
3. To sort job responsibilities according to job classification.
Duplicate a chart with headings used in the preceding activity. List on the board 10-15 responsibilities for various jobs. (Refer to Appendix A.)
LOOK AT THE LIST OF JOB RESPONSIBILITIES ON THE BOARD. ON YOUR SHEET OF PAPER WRITE THE RESPONSIBILITY UNDER THE HEADING WHERE IT BELONGS. SOME OF THE RESPONSIBILITIES MAY GO UNDER TWO OR MORE HEADINGS.
4. To list skills required for specific jobs.
Use additional duplicated sheets or write headings on the board as in #3. Have pupils write (or tell you) the skills they think they need to do each job.
5. To list jobs consistent with individual abilities.
Give pupils copies of the chart titled "Jobs and Responsibilities." (Refer to ability #3 above.)
CHECK THE THINGS YOU WOULD BE ABLE TO DO.

*Refer to the unit, ORIENTATION TO THE WORLD OF WORK in Unit subsection, Part III.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 78	p27; 9b, e, 12	
	p28; 20	
	p27; 9b, e, 12	
	p28; 20	p46
W 79	p27; 9c	p40
		p40

(Abilities and assessments)

6. To practice filling out a personal information form.

HERE IS A FORM THAT YOU WOULD NEED TO FILL OUT WHEN APPLYING FOR A JOB. FILL IT OUT.

7. To practice applying for a job (by letter and by telephone).

JOHN, PRETEND YOU WANT A JOB IN THE SUPPLY ROOM. WRITE A LETTER TO THE SUPPLY ROOM SUPERVISOR (SERGEANT). TELL THE SERGEANT THE TRAINING YOU HAVE HAD.

MARY, PRETEND YOU WANT A BABYSITTING JOB. HERE IS A TELEPHONE. DIAL A NUMBER AND ASK MRS. JONES FOR THE JOB. I'LL PRETEND TO BE MRS. JONES. I'LL ASK YOU SOME QUESTIONS.

8. To practice filling out the following job-related forms: (a) application form, (b) Social Security application card, (c) self-evaluation form, (d) supervisor's evaluation form, (e) other. (Refer to Appendix B, which follows the WORLD OF WORK subsection, Part III.)

YOU HAVE PRACTICED FILLING OUT A PERSONAL INFORMATION FORM. (Refer to STA #6 in this subsection.) SOME OF THE SAME INFORMATION IS NEEDED ON THIS APPLICATION FOR EMPLOYMENT FORM. FILL IT OUT.

9. To practice conducting an interview.

TOM, WHAT ARE SOME OF THE THINGS YOU WOULD WANT TO REMEMBER BEFORE GOING TO TALK TO SOMEONE AFTER YOU HAVE APPLIED FOR A JOB? E.g., (1) be on time (or 5-10 minutes early), (2) be neat and clean, (3) go into the interview alone, (4) look directly at the prospective employer, (5) know answers to questions on application form and/or personal information form, (6) listen while the employer talks, (7) be business-like--don't talk about personal problems, etc., except as they pertain to the job.

10. To select a training job and demonstrate carrying out individual responsibilities on the job.

Permit each pupil to select a job and observe her/him to determine if she/he is carrying out the responsibilities of that job.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 83	p26; 2, 3 p27; 11, 12	p46 p80
W 87	p26; 2, 3 p27; 9b, d e, 11, 12 p28; 18	p46
W 91	p27; 9b, e 11, 12 p28; 18, 20	p80
	p27; 9c	p80

(Abilities and assessments)

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
11. <u>To produce a product with members of an assembly line.</u> Assign four or more members to do specific tasks for making a mural, sort materials, assembling a model car or model airplane, etc. EACH OF YOU HAS ONE TASK TO DO TO COMPLETE THIS (MURAL). NOW, DO IT.	p27; 9b, c, p40 d,e,f	
12. <u>To list and review good work habits.</u> WE HAVE TALKED ABOUT AND OBSERVED GOOD WORK HABITS. SOME OF US NEED TO TALK ABOUT THEM AGAIN. FRANK, WHAT DOES "GOOD WORK HABITS" MEAN? TELL ME SOME GOOD WORK HABITS THAT ALL OF US SHOULD REMEMBER. I'LL WRITE THEM ON THE BOARD.	p27; 9g	
13. <u>To describe personality characteristics that may cause (are causing) conflicts on the job.</u> SOME PEOPLE HAVE TROUBLE HOLDING A JOB BECAUSE OF THE WAY THEY "ACT" OR DO THINGS. TELL ME ABOUT SOME OF THE WAYS A PERSON MIGHT "ACT" THAT WOULD CAUSE HIM TROUBLE ON THE JOB. (Probable responses: gossip, can't be depended upon [not responsible], late for work often, is grouchy, won't follow rules, gets into fights, does not complete jobs, etc.)	p22; 7, 9 p80 p23; 13, 19 21,24,26 p27; 9f p28; 26	
14. <u>To practice self-control on the job.</u> Refer to Ability #13, Level III.		p80
15. <u>To identify safety procedures on specific jobs.</u> NAME SOME THINGS WE SHOULD DO TO KEEP FROM GETTING HURT WHEN DOING A JOB. (Probable responses: put things away when we finish, e.g., rake after raking leaves, a bucket of water after washing a board, unplug an iron after ironing, etc.)		
16. <u>To demonstrate the ability to work with groups of people on a single project.</u> Assign four or five students to do a task. Observe how they do the task to determine if the group works well together.		

(Abilities and assessments)

17. To accept constructive criticism.

After a task is completed, call individual pupils aside and criticize his/her work, if warranted. Ask other pupils to criticize the work. Record reactions of each pupil.

18. To recognize that wages are payment for work.

WHAT ARE WAGES? WHEN DO YOU GET WAGES (SALARY)?

19. To list differences between full-time and part-time employment.

WHAT IS MEANT BY FULL-TIME EMPLOYMENT? WHAT IS MEANT BY PART-TIME EMPLOYMENT?

Give each pupil a xeroxed (or dittoed) sheet with two headings: Part-Time Employment and Full-Time Employment.

WRITE (TELL ME) SOME ADVANTAGES AND DISADVANTAGES OF A PART-TIME JOB, A FULL-TIME JOB . . . NOW, TELL ME (WRITE) THE DIFFERENCES.

HOMEMAKING

20. To identify tools, materials and supplies used for cleaning the home.

SUE, NAME THE THINGS IN THE HOME THAT YOU (YOUR PARENTS) USE WHEN CLEANING THE HOUSE.

21. To sort tools, materials and supplies according to classification of use.

Write three or four columns on the board, e.g., Things We Would Need to Clean the Kitchen (Bathroom, Bedroom, Living Room, etc.).

NAME ALL THE THINGS YOU WOULD NEED TO CLEAN THE KITCHEN. I'LL WRITE THESE THINGS IN THIS COLUMN.

Continue with other classifications.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
	p27; 7d p27; 7d	p40 p46
		p46
		p46

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
22. <u>To organize a task systematically.</u> TOM, SUPPOSE I ASKED YOU TO WAX MY KITCHEN FLOOR AT MY HOME. TELL ME HOW YOU WOULD GET READY TO WAX THE FLOOR.			
23. <u>To clean specific rooms in the house.</u> Assign specific rooms to individual pupils. TELL ME (SHOW ME) HOW YOU WOULD CLEAN THIS ROOM.			p40
24. <u>To list ways of caring for equipment.</u> As various pieces of equipment are to be used in the school (or classroom), have pupils discuss and list ways to care for them. (Most schools have booklets which give directions for care of equipment, e.g., tape recorders, assorted tools, bulletin boards, typewriters, pencil sharpeners, painting equipment, etc.)			p46
25. <u>To make simple appliance repairs.</u> Provide booklets which outline making simple repairs on appliances, such as vacuum cleaners, lawn mowers, extension cords, etc. Assist pupils in reading directions and making simple repairs on specific appliances.			
26. <u>To conserve time and energy.</u> TELL ME (SHOW ME) WHAT YOU WOULD DO TO SAVE TIME AND TO KEEP FROM BECOMING TOO TIRED IN CLEANING THIS CLASSROOM (YOUR HOME, etc.). (Elicit: make a schedule for doing tasks, allow time for rest and recreation, don't try to do everything in a short time, etc.)	W 93	p28; 17	
27. <u>To name ways to launder clothes.</u> JOE, HERE ARE SOME CLOTHES (PICTURES OF CLOTHES). TELL ME HOW YOU WOULD GO ABOUT WASHING THEM. (Provide various types of clothing such as woolen sweaters, nylon shirts, lingerie, denim slacks.)		p28; 22	p40

(Abilities and assessments)

28. To sort clothing for laundering.
Use the clothing provided for assessment #27 above.
HERE IS A PILE OF CLOTHES. SEPARATE THOSE CLOTHES THAT CAN BE WASHED TOGETHER. PLACE EACH GROUP OF CLOTHES IN THESE CIRCLES ON THE FLOOR.
29. To launder clothes by machine.
Use the clothes (pictures of clothes) provided for assessment #27 above.
MARY, TELL ME (SHOW ME) WHAT YOU WOULD DO IF YOU HAD TO WASH THESE CLOTHES IN A WASHING MACHINE. (Assess ability to operate machine and the ability to select water temperature suitable for various fabrics and amount and kinds of detergents.)
30. To make simple clothing repair.
Have pupils bring to school clothing that needs repairing. E.g., buttons missing, open seams, and articles that need hemming. Provide needles, thread, etc., and have pupils attempt to mend own clothes.
31. To use a simple clothing pattern.
Have pupils bring from home a simple dress pattern, doll pattern, etc., and demonstrate cutting out the pattern. Have them baste the pieces of clothing they have cut out.
32. To sew simple clothing by hand.
Use the procedure in assessment #31 above.
NOW, SEW THE CLOTHING BY HAND WITH YOUR NEEDLE AND THREAD.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
	p28; 22	p46 p80
	p28; 22	p46
	p28; 22	p46
	p28; 22	p46
	p28; 22	p46

(Abilities and assessments)

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
33. <u>To sew simple clothing by machine.</u> Use the format followed in assessment #31 and add: THREAD THE MACHINE AND SEW YOUR ARTICLE OF CLOTHING.	p28; 22	p46
34. <u>To iron or press own clothing.</u> Provide an iron and ironing board and two or three pieces of clothing such as blouses, shirts, slacks. IRON (PRESS) THIS BLOUSE (SHIRT, SLACKS).	p28; 22	p46
35. <u>To budget for clothing based on a specific allotment.</u> JOHN, IF YOU HAD \$ _____ TO SPEND ON NEW CLOTHES, WHAT WOULD YOU BUY?	p27; 7c, d p28; 22	
36. <u>To shop for clothing.</u> For junior high school students, this ability may need to be assessed through a role-playing activity. For senior high students, a field trip might be arranged to determine the type of clothing the student would select.	p27; 7c, d p28; 22	p80
37. <u>To select clothes based on fashion, economy, durability, and use.</u> PRETEND THAT YOU ARE GOING TO TALK TO AN EMPLOYER ABOUT A JOB TOMORROW MORNING. <u>TOMORROW WEAR THE CLOTHES THAT YOU WOULD WEAR IF YOU WERE GOING TO TALK TO THE MAN/WOMAN WHO MIGHT HIRE YOU.</u>	p28; 22	p80
38. <u>To describe ways of caring for clothes.</u> Present three articles of clothing that are in good condition and three that are in poor condition (a skirt with a hem dangling, a faded shirt, a dress or shirt with buttons missing). JOHN, TELL ME (SHOW ME) WHICH PIECES OF CLOTHING ARE IN GOOD CONDITION, POOR CONDITION. WHAT COULD YOU DO TO KEEP THESE CLOTHES IN GOOD CONDITION?	p28; 22	

(Abilities and assessments)

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
39. <u>To make a food budget based on a specific wage allotment.</u> MARTY, PRETEND THAT YOU ARE MAKING \$400.00 A MONTH. HERE IS A SHEET OF PAPER. FIGURE OUT THE ITEMS YOU WOULD BUY FOR A WEEK AND HOW MUCH YOU WOULD SPEND. REMEMBER WE HAVE STUDIED ABOUT THE KINDS OF FOODS WE NEED TO KEEP US HEALTHY.	p27: 7c, d 10 p28: 23	p46
40. <u>To systematically organize a task.</u> MARK, YOUR MOTHER HAS ASKED YOU TO CLEAN THE REFRIGERATOR. TELL ME WHAT YOU WOULD DO TO GET READY TO CLEAN THE REFRIGERATOR AND HOW YOU WOULD CLEAN IT.	p27: 7c, d, p80 10 p28: 23	
41. <u>To purchase food for a nutritious meal.</u> REMEMBER, WE HAVE STUDIED ABOUT THE KINDS OF FOOD WE NEED TO KEEP HEALTHY. MAKE A GROCERY LIST OF THE FOOD WE COULD BUY FOR A MEAL THAT HAS THE FOODS TO KEEP US HEALTHY. Have pupils role-play buying the food.	p27: 10 p28: 23	
42. <u>To plan and prepare a simple nutritious meal.</u> If possible, provide an opportunity for each student to participate in planning and preparing a meal in the school. Combine the list and select appropriate items in assessment #4] above for purchasing the food. Observe each student and assess his ability in planning and preparing the meal based on the criteria you have established.		
43. <u>To demonstrate sanitary measures in handling and preparing food.</u> Arrange for in-class preparation of a complete meal. Observe pupils for awareness and practice of "clean" handling of food during preparation and service. (1) Pupils with long hair should be wearing hair nets; (2) hands should be washed thoroughly with soap; (3) clothes should be clean; (4) any contaminated (dirtied) food should be discarded; (5) fresh fruits and vegetables for salads should be washed; etc.	W 99 p24: 33-43 p25: 46 p27: 10 p28: 23	p80

(Abilities and assessments)

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
<p>44. <u>To recognize ways of preparing food and feeding a young child.</u></p> <p>If the child is an infant, ask questions similar to the following:</p> <p>HOW WOULD YOU PREPARE THE BABY'S FORMULA? HOW WOULD YOU FIND OUT ABOUT FOODS HE CAN EAT AND HOW TO FEED HIM/HER? HOW WOULD YOU HOLD HIM TO GIVE HIM/HER THE BOTTLE? HOW WOULD YOU "BURP" HIM?</p> <p>If the child is older and no longer needs a bottle:</p> <p>WHAT KINDS OF FOODS SHOULD HE EAT? HOW WOULD YOU PREPARE HIS/HER FOOD? WHAT ARE SOME OF THE THINGS YOU SHOULD REMEMBER BEFORE FEEDING THE CHILD?</p>	<p>p27; 10 p28; 16</p>	<p>p80</p>
<p>45. <u>To practice safety precautions when caring for a young child.</u></p> <p>Use a doll to represent a baby.</p> <p>TAKE THIS BABY AND SHOW ME (TELL ME) HOW YOU WOULD TAKE CARE OF HIM TO KEEP HIM SAFE.</p>	<p>p28; 16</p>	<p>p80</p>
<p>46. <u>To plan play activities for a young child.</u></p> <p>SALLY, PRETEND THAT LARRY IS A FOUR-YEAR-OLD BOY. TELL ME (SHOW ME) SOME OF THE THINGS YOU WOULD DO OR GAMES YOU WOULD PLAY TO ENTERTAIN HIM.</p>	<p>p28; 16</p>	<p>p40</p>
<p>47. <u>To provide for adequate sleep and rest for the young child.</u></p> <p>JOHN, SUPPOSE YOU WERE RESPONSIBLE FOR TAKING CARE OF YOUR THREE-YEAR-OLD BROTHER FOR A DAY. WHAT WOULD YOU DO TO SEE THAT HE GOT ENOUGH REST AND SLEEP?</p>	<p>p28; 16</p>	
<p>48. <u>To identify ways of showing love and affection for the young child.</u></p> <p>Use a large baby doll.</p> <p>I WILL DO SOME THINGS WITH THE BABY. WHEN I DO SOMETHING THAT IS LOVING (AFFECTIONATE) YOU RAISE YOUR HAND.</p>	<p>p28; 16</p>	<p>p80</p>

(Abilities and assessments)

TEACHER TIPS			
Suggested Activities		Teaching Resources	Teaching Strategies
Fondle the baby, turn away from it, play with the baby with a toy, feed and hold the baby, talk softly, talk harshly, "burp" the baby, etc.		p18; 12 p28; 16	
49. <u>To describe ways of preventing illness in the young child.</u> TELL ME SOME WAYS YOU CAN KEEP A LITTLE CHILD FROM GETTING SICK.		p18; 9	p29
50. <u>To describe ways of providing first aid.</u> Show pictures of persons who have injuries, a bleeding cut, a broken arm or leg, burns, etc. Hold up each picture. WHAT SHOULD YOU DO TO GIVE THIS PERSON FIRST AID? Emphasize the need to call a doctor if the injury is serious and to follow his instructions.		p28; 16	
51. <u>To describe some ways of caring for a sick child.</u> Use a large baby doll. THE BABY IS SICK. TELL ME SOME THINGS THAT I SHOULD DO TO TAKE CARE OF IT.		p28; 16	p80
52. <u>To assume responsibility for babysitting.</u> SUE (JOHN), WE HAVE LEARNED SOME THINGS ABOUT CARING FOR YOUNG CHILDREN. PRETEND YOU HAVE BEEN ASKED TO BABYSIT FOR A NEIGHBOR'S FIVE-YEAR-OLD SON. TELL ME THE THINGS YOU WOULD HAVE TO KNOW ABOUT THE JOB AND THE THINGS YOU WOULD HAVE TO DO TO TAKE GOOD CARE OF THE CHILD.		p26; 4-6 p27; 7a, b c, d, 8, 10	
53. <u>To make a monthly budget based on a specified "take home" monthly wage.</u> Set up a hypothetical but realistic budgeting situation for the pupil. Have him do the calculations and make the entries. This could be done as follows: State a realistic monthly income. Specify necessary expenditures such as rent, utilities, car payments, food, and savings. Have the pupil		W 101	

(Abilities and assessments)

list other things for which he might wish to spend money.

PREPARE A BUDGET FOR THIS MONTH.

54. To evaluate per unit costs of various brands of food items.

Have several different brands of the same food item. Each can should be the same size, but the cost will vary according to brand. Point to one brand at a time.

BRAND X COSTS \$.48 A CAN, BRAND Y COSTS \$.64 A CAN. EACH CAN CONTAINS 16 OUNCES OF PEACHES. HOW MUCH DOES BRAND X COST FOR ONE OUNCE? HOW MUCH DOES BRAND Y COST FOR ONE OUNCE?

55. To evaluate per item costs of various brands of clothing.

Show the pupil different brands of the same article of clothing with the prices given.

EXAMINE EACH OF THESE (PAIRS OF SHOES). TELL ME WHICH ONE IS HIGH-PRICED, MEDIUM-PRICED, LOW-PRICED.

56. To define consumer credit.

WHAT DOES IT MEAN TO BUY SOMETHING WITH "NO MONEY DOWN"? WHAT DOES "EASY CREDIT" MEAN? WHAT DOES "CREDIT" MEAN?

57. To list ways credit may be obtained.

WHAT ARE THE DIFFERENT WAYS THAT YOU CAN GET CREDIT?

58. To name places that give credit.

WHAT PLACES CAN YOU NAME THAT WOULD GIVE YOU CREDIT?

59. To define "interest rates" and "carrying charges."

WHAT DOES "INTEREST RATE" MEAN? WHAT ARE SOME USUAL INTEREST RATES? WHAT DOES "CARRYING CHARGE" MEAN?

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 104	p26; 4-6 p27; 7a, b c, d, 10	p46
	p28; 22	
	p26; 4-6	
	p26; 4-6	p40
	p26; 4-6	p40
	p26; 4-6	

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
60. <u>To compare the interest charges of various lenders and to compute the total cost of a specified loan.</u> IF YOU BORROWED \$500 FROM A BANK AT 12% INTEREST, HOW MUCH WOULD YOU PAY BACK TO THE BANK? IF YOU BORROWED \$500 FROM A FINANCE COMPANY AT 15% INTEREST, HOW MUCH WOULD YOU PAY BACK TO THE FINANCE COMPANY? IF YOU PAID \$500 FOR FURNITURE WITH A 20% CARRYING CHARGE, HOW MUCH WOULD YOU PAY BACK TO THE FURNITURE COMPANY?	W 106	p26; 4-6 p27; 7a, b, c, d, 8a, c p26; 4 p26; 4-6	 p40
61. <u>To state the reasons for and against using credit.</u> HOW IS CREDIT BUYING A GOOD IDEA? HOW IS CREDIT BUYING A BAD IDEA?	W 108		
62. <u>To predict the consequences of the unwise use of credit.</u> WHAT IS LIKELY TO HAPPEN IF YOU BORROW MORE MONEY THAN YOU CAN REPAY? WILL YOU BE ABLE TO CHARGE THINGS AT A STORE IN THE FUTURE IF YOU DON'T PAY FOR WHAT YOU HAVE CHARGED? WHAT WILL HAPPEN IF YOU BUY A TELEVISION SET AND CAN'T MAKE THE MONTHLY PAYMENTS?		p26; 4	
63. <u>To describe the services of a bank.</u> TELL ME THE WAYS THAT A BANK CAN HELP YOU WITH YOUR MONEY. GIVE THREE REASONS FOR USING THE SERVICES OF A BANK.			
64. <u>To fill out check forms.</u> Present the pupil with a facsimile of a familiar check form. FILL OUT THIS CHECK FOR (dollar amount) TO ME.	W 110	p26; 4 p27; 7d, 8a, c	p46

(Abilities and assessments)

Level V (C.A. 16-18+ High School)

WORK-STUDY: GETTING AND HOLDING A JOB

Note: Before beginning Level V, assess (or reassess) Level IV abilities.

1. To identify potential jobs consistent with ability and personality.

Have the pupil refer to the chart which he has developed to identify his abilities and personality traits. Present him with a list of jobs.

FIND THOSE JOBS THAT YOU THINK WOULD BE BEST FOR YOU.

2. To identify ways of finding a job.

NAME AS MANY WAYS AS YOU CAN TO HELP YOU FIND A JOB.

3. To apply for a work permit.

HERE IS A WORK PERMIT. FILL IT OUT.

4. To apply for a job.

Once the pupil has selected an appropriate and available job, give him these instructions:

FILL OUT THIS APPLICATION FORM. GO APPLY FOR (job title). AFTER YOU HAVE APPLIED, REPORT BACK TO ME WHAT YOU AND THE EMPLOYER DID AND SAID WHEN YOU APPLIED.

Note: Contact the work-study coordinator to determine the procedure to follow.

5. To participate in a job interview.

WHAT DID YOU SAY AND DO WHEN YOU WERE INTERVIEWED FOR (job name)?

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
	p27; 9b-g, 11-14 p28; 15, 17, 18, 20, 24-27	p40
	p27; 9e	p40
W 112	p27; 9e, 11, 12 p28; 18 p27; 9e, 11, 12	p46 p46 p80
W 113	p27; 9e, 11, 12 p28; 18	p80

(Abilities and assessments)

6. To identify ways of getting to and from the job.
HOW CAN YOU GET TO YOUR JOB AND BACK HOME OR BACK TO YOUR SCHOOL?
7. To practice good work habits on the job.
Use the Supervisor's Evaluation Report form. (Refer to Appendix B.)
TELL ME HOW YOU WORK ON THE JOB. ARE YOU ON TIME? DO YOU DO AS YOU ARE ASKED? Etc.
8. To demonstrate the use of safety measures on the job.
WHAT ARE SOME OF THE SAFETY HABITS YOU HAVE TO PRACTICE ON THE JOB TO KEEP FROM HURTING YOURSELF AND OTHERS?
9. To practice personal hygiene habits.
WHAT DO YOU DO ON THE JOB TO KEEP YOURSELF CLEAN AND HEALTHY?
10. To exercise self-control in working with peers and supervisor(s).
WHAT DO YOU DO WHEN YOU HAVE STRONG FEELINGS ON THE JOB? FOR INSTANCE, IF YOU'RE REALLY ANGRY AT THE BOSS OR REALLY ATTRACTED TO THE GIRL (BOY) IN THE OFFICE, WHAT WOULD YOU DO?
(Use Supervisor's Evaluation Report for discussion of various strengths and limitations.)
11. To evaluate personal behavior and competencies.
Have each pupil fill out a Work-Study Student Evaluation Form. (Refer to STA.)
WHICH OF YOUR ABILITIES HELP(S) YOU ON THE JOB?
Ask other questions that appear on the Work-Study Student Evaluation Form.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
	p27; 9f, 13, 14	
	p28; 17, 20, 21, 25	p80
	p28; 26	p80
	p24; 28 p25; 54 p22; 7 p23; 9, 13, 19, 21, 24, 26	p80 p80
	p27; 9f	
W 114	p27; 9b-9, 11-14	

(Abilities and assessments)

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 117	p27; 9f, 13, 14	
W 118	p28; 17, 20, 21, 25 p27; 9f, 13, 14 p28; 17, 25 p27; 9g	
		p80
	p27; 9b-g, 11-14 p28; 17, 18, 20, 25, 27	p40 p45

12. To alter own behavior on the basis of employer's evaluation of job performance.

Use the completed Supervisor's Evaluation Report.

DOUGLAS, TWO WEEKS AGO YOU AND MR. GREEN (the work-study coordinator) TALKED ABOUT THE WAYS IN WHICH YOU COULD IMPROVE YOUR WORK. WHAT HAVE YOU DONE DIFFERENTLY SINCE YOUR TALK WITH MR. GREEN? WHAT DIFFICULTY HAVE YOU HAD CHANGING?

13. To state reasons why people lose jobs.

TELL ME REASONS A PERSON MIGHT LOSE A JOB.

14. To identify the grievance procedures relating to his/her job.

SUPPOSE YOU REALLY GET ANGRY AT YOUR SUPERVISOR ABOUT SOMETHING HE HAS ASKED YOU TO DO ON THE JOB. WHAT SHOULD YOU DO?

15. To demonstrate following grievance procedures (if needed).

DOUGLAS, WHEN YOU GET ANGRY AT YOUR BOSS ABOUT YOUR WORK, WHAT DO YOU DO?

Note: Arrange an occasional conference with the work-study coordinator or the employer to discuss job performance of your students.

16. To learn new vocabulary words related to his job.

After the student has brought in words which are unique to his job and which he does not know, give him a chance to learn them, and then review the words with the student.

HOMEMAKING.

Reassess Homemaking abilities in Level IV.

(Abilities and assessments)MAINTENANCE OF HOUSE AND GROUNDS*17. To participate in a landscaping project.

Assign each student a specific job in the landscaping project. Observe to determine if the job is done according to the criteria established.

18. To make minor repairs of tools, implements and appliances.

Present the student with small common tools, implements and appliances, one at a time, which are in need of minor repair.

REPAIR THESE.

19. To operate common power tools.

Present the student with a power drill, power saws (circular and saber), a power sander, and a router and a job appropriate for each tool.

JANE, DRILL A HOLE (SAW A PIECE FROM THE WOOD, SAND THE WOOD, etc.) WITH THE DRILL (SAW, SANDER, etc.).

20. To paint household items.

Present the student with common household items (cabinets, chairs, foot lockers, etc.) and appropriate materials.

PAINT THIS.

21. To use cleaning products and equipment.

Present the student with various surfaces to be cleaned (tile floors, wooden table tops, formica

*Arrange for the appropriate personnel to assist you or to assess these abilities. These students could participate in industrial arts classes and/or school and community projects.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
		p80
		p46 p80
		p46
		p46
		p46

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
tops, carpets, glass, marble, and porcelain). Have a variety of cleaning materials and equipment available. Select one surface at a time for the student to clean. HERE ARE SOME CLEANING MATERIALS. USE WHATEVER YOU THINK IS BEST TO CLEAN THIS.			

LEVEL I

Ability and Assessment:

1. To follow simple spoken directions.

Get the pupil's attention. Give one direction at a time.

PICK UP THE HAMMER . . . TOUCH THE WASTEBASKET . . . GO TO THE CHALKBOARD . . . PICK UP THIS PAPER . . . etc.

Content-Development Activities:

(1) Cut out paper "listening ears." Each pupil gets a pair.

PUT ON YOUR LISTENING EARS. LISTEN CAREFULLY. DO WHAT I TELL YOU.

STAND UP . . .
HOLD UP YOUR HANDS . . .
JUMP TWICE . . .
WAVE YOUR HAND . . .

Task Analysis	
<u>Process</u>	<u>Cognition</u>
In: auditory verbal	perceptual
Out: motor nonverbal	awareness

(2) Play the "Hokie Pokie" or "Simon Says."

WE WILL PLAY A GAME THAT TELLS US WHAT TO DO. TOM, YOU MAY BE THE FIRST LEADER.

(3) Use hand puppets to give simple directions. Have pupils use the hand puppets to give simple directions.

(4) Choose appropriate content-development activities in the Auditory Skills section of Part I of the guide.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p7; 28a,b	
p7; 28a,b	

(Level 1)Reinforcement Activities:

- (1) Specify part of each day as Listening Time. Repeat and review simple directions of the type found in content-development activity (1) above.
- (2) Have pupils give simple directions to other pupils.
- (3) Pantomime directions and have pupils guess and/or follow the directions.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p7; 28a, b	p46 p31

(Level I)

Ability and Assessment:

7. To use toy replicas of common hand tools.

Present the following toys to the pupil: a large pounding board with pegs, plastic screw, plastic or wood nut, small piece of soft wood. Make the appropriate toy tools available to the pupil (hammer, wrench, saw, screw driver).

TAKE THESE (the tools) AND USE THEM WITH THESE (the toys).

Content-Development Activities:

- (1) Demonstrate pounding using a pounding board and hammer.

Place the handle of a toy hammer in the hand of the pupil. Place your hand over his hand exerting enough pressure to cause his hand to close on the handle of the hammer. Align the head of the hammer so that its face is pointing toward the peg.

LOOK AT THE PEG. HOLD THE HAMMER. HIT THE PEG. HIT, HIT.

<u>Task Analysis</u>	
<u>Process</u>	<u>Cognition</u>
In: visual nonverbal auditory verbal	perceptual awareness
Out: motor nonverbal	

- (2) Demonstrate turning a toy screw with a toy screw driver.

Place the handle of the screw driver in the pupil's hand. Place your hand over his, exerting enough pressure to cause his hand to close on the handle. Align the blade of the screw driver so that the tip will fit into the slot of the screw. Push the screw driver into the slot. Gently turn the pupil's hand in a twisting motion.

LOOK AT THE SCREW DRIVER. PLACE IT ON THE SCREW. TURN. TURN THE SCREW.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p46

(Level I)

TEACHER TIPS	
Teaching Resources	Teaching Strategies
<p>(3) Demonstrate turning a plastic nut on a plastic bolt, using a toy wrench.</p> <p>YOU PUT THE NUT ON. TURN IT WITH THIS WRENCH.</p> <p>(4) Place a thin (1/4") piece of soft wood in a vise. Demonstrate sawing the wood with a small toy saw. Give the saw to the pupil. Point to another starting point on the upper edge of the wood.</p> <p>YOU CUT THE WOOD THE WAY I DID.</p> <p>(5) Use the instructional procedure described in activities (1) and (2) above to teach the grasp and movement needed for each of the tools.</p> <p><u>Reinforcement Activities:</u></p> <p>(1) Have the tools and materials accessible to the pupils. Encourage that they be used by the pupils each day.</p> <p>Repeat assessment activity when you believe the child is ready to perform the activity.</p>	

(Level I)

Ability and Assignment:

10. To attend to and complete an assigned task.

FRANK, PUT THE PUZZLES IN THE PUZZLE BOX (or alternate tasks that are appropriate for your pupils).

Content-Development Activities:

- (1) Show pictures of a stick figure doing classroom tasks. As each picture is presented, ask the question:
 WHO WOULD LIKE TO DO THIS JOB?
 If pictures are not available, describe one classroom task at a time.
- (2) Demonstrate how a chosen task is done. Provide necessary tools or materials needed. Have pupil do the task as you observe or help.
 NOW, YOU EMPTY THE WASTE BASKET (PUT THE BLOCKS AWAY, etc.).
 Demonstrate each part of each classroom task with other pupils.
 WATCH ME. I WILL _____, THEN YOU DO IT.
- (3) Give the verbal directions for each part of the task.
 LISTEN TO ME AND DO WHAT I TELL YOU.
- (4) Give each pupil a picture of his task.
 LOOK AT THE PICTURE. IT IS A PICTURE OF YOUR JOB IN THE CLASSROOM.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9b, c	p29
	p29

Teaching Resources

(Level I)

Ability and Assessment:

12. To complete an assigned task which requires teamwork.

SALLY, YOU AND FRANK CLEAN THE CHALKBOARD. WORK TOGETHER SO THAT YOU HELP EACH OTHER DO THE JOB.

Content-Development Activities:

(1) Stand or sit in front of the class with your aide.

MS. (your aide's name) AND I HELP EACH OTHER. WE WORK TOGETHER. MS. _____, WE NEED TO GIVE MILK AND CRACKERS TO EVERYONE IN THE CLASS. LET'S WORK TOGETHER TO DO IT.

As the two of you do the job, talk about how you are working together. After the snack, ask:

WHO CAN TELL ME HOW MS. _____ AND I WERE WORKING TOGETHER?

(2) Take a big bag full of paper or anything else that requires both hands to carry. Walk to the door.

I DO NOT WANT TO PUT THE BAG DOWN. I WANT TO GET THE DOOR OPEN. CAN SOMEONE HELP ME? THANK YOU, JIM.
Stand beside Jim in front of the class.

TO GET THE DOOR OPEN AND THE BAG OUT, JIM AND I WORKED TOGETHER.

(3) DAVID, YOU TAKE THE BIG BAG. WHO CAN WORK WITH DAVID SO THAT HE CAN GET THE BIG BAG OUTSIDE THE DOOR?

After the two pupils have worked together, have them stand side by side in front of the class.

HOW DID DAVID AND BILLY WORK TOGETHER?

(4) You and your aide demonstrate putting a puzzle together when each of you has some of the pieces of the puzzle.

Divide the class into four member teams. Give each team a name. Give each team a four-piece puzzle. Give each team member one piece of the puzzle.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p28; 25	p31
	p31

(Level I)

PUT THE PUZZLES TOGETHER. THE FIRST TEAM TO FINISH THE PUZZLE WILL WIN A PRIZE.

Task Analysis

Process

Cognition

In: visual nonverbal perceptual
Out: motor nonverbal recognition

(5) Show pairs of pictures depicting people working together in one picture and not working together in the other. E.g., one picture of you and your aide passing out the snacks, the other picture showing one of you passing out the snacks while the other one stands or sits.

LOOK AT THESE TWO PICTURES. POINT TO THE ONE THAT SHOWS PEOPLE WORKING TOGETHER.

(6) Place some of the building blocks on a table.

I NEED THREE PEOPLE TO WORK WITH ME TO PUT THE BLOCKS AWAY.

When the pupils have been chosen, assign each one a part of the job.

ROBBY, YOU PICK UP THE BLOCKS AND GIVE THEM TO GARY. GARY, YOU PASS THE BLOCKS TO ME. I WILL PASS THE BLOCKS TO MARY. MARY, YOU PUT THE BLOCKS IN THE BOX.

Give all pupils in the class a chance to do a similar job.

(7) THERE ARE THINGS TO DO IN OUR CLASSROOM THAT NEED MORE THAN ONE PERSON TO DO THEM: PUTTING AWAY TOYS, PICKING UP PAPER FROM THE FLOOR, etc. MARY AND SUE, YOUR JOB TODAY IS TO PICK UP THE PAPER OFF THE FLOOR. DO IT NOW. (Etc.)

(8) Present five or six puzzles.

TOM AND JOHN, HERE ARE FIVE (SIX) PUZZLES. SHOW US HOW YOU WOULD WORK TOGETHER TO GIVE THESE PUZZLES TO _____ (five, six people).

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p29

(Level I)

Reinforcement Activities:

- (1) Have a puppet show in which the characters work together to do a task.
- (2) Make a "Team Job" chart. Display the names of the two or more pupils with a picture of the job that they are going to do, and a column to enter a star as the job is completed.

TEACHER TIPS		
Teaching Resources	Teaching Strategies	
p7; 28b		p31

(Level I)

Ability and Assessment:

13. To recognize the difference between own and others' belongings.

Put several very similar articles (some of which are his) in front of the pupil.

TAKE THE THINGS THAT ARE YOURS.

Content-Development Activities:

(1) LET'S PLAY A GAME.

Have the pupils form their chairs in a semi-circle. The pupil "It" carries a bag around with items in it. "It" calls the name of a certain student, holds up an object from the bag. If the student knows whose it is, he wins the game and becomes "It."

Task Analysis	
Process	Cognition
In: visual nonverbal	perceptual
Out: vocal verbal	recall
(if pupil responds)	

After everyone has had a chance, repeat the activity.

(2) WHERE DID THE ITEMS USED IN THE BAG COME FROM?

- OUR CLASS
- THE OFFICE
- THE GYM
- YOUR HOUSE?
- OUR DESKS?

List the names of the articles in the bag. Have pupils go to the board and check objects which belong to pupils.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p28; 27	
p9; 43, 44	p63

(Level I)

(3) SOME THINGS WE USE EVERY DAY BELONG TO THE SCHOOL. TELL ME WHAT THEY ARE. (Elicit: books, puzzles, chairs, desks, etc.)

(4) WHAT DO YOU CALL SOMETHING THAT IS GIVEN TO YOU?

- Yours
- Mine
- His
- Hers

List the above words on the board.

WHEN I HOLD UP SOMETHING, POINT TO THE WORD "MINE," "HIS," "HERS," "YOURS."

HOW MANY CAN NAME SOME THINGS THAT BELONG TO YOU? HOW DO YOU KNOW THAT IT BELONGS TO YOU?

(5) Have pupils make a chart of things that belong to them and things that belong to others. Have pupils put the chart in their WORLD OF WORK notebooks.

Example:

Things that Belong to Me	Things that Belong to Others
coat belt pencil ring	school desk school books board chalk physical education equipment

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p7; 28a, b	p40

(Level I)

Reinforcement Activities:

- (1) Have pupils make a scrap book of pictures of things that belong to them and things that belong to the school. (This activity can be extended to include things that belong to others in the home and in the military community.)
- (2) Take a trip around the military base and identify signs which indicate others' possessions.

TEACHER TIPS		
Teaching Resources	Teaching Strategies	
p7; 28a, b	p31	

LEVEL IIAbility and Assessment:

5. To assist in the preparation of a simple meal.

I'M GOING TO FIX A LUNCH. DINA, COME AND HELP ME.

Content-Development Activities:

- (1) Display all of the utensils and dishes which will be used in the preparation of the meal. Place each utensil or dish in the pupil's hand.

HOLD THIS. IT IS A SPOON (KNIFE, PLATE, PAN, etc.).

- (2) Hold up each of the utensils and dishes that will be used in the preparation of the meal.

TELL ME WHAT THIS IS.

- (3) Place all of the utensils and dishes that will be used in the preparation of the meal on a table.

SHOW ME (POINT TO) THE SPOON (KNIFE, etc.).

- (4) Prepare one place setting for the meal.

LOOK AT HOW I GOT THIS PLACE READY FOR THE MEAL.

Indicate where other place settings should go.

YOU GET THESE PLACES READY FOR THE MEAL.

- (5) Display the foods that can be used in the meal.

TELL ME THE FOODS WE MIGHT HAVE FOR OUR MEAL.

Task Analysis	
Process	Cognition
In: auditory verbal	conceptual
Out: visual nonverbal	recognition

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p24; 37, 38 42	p31
p24; 34, 35 40	
p24; 34-42	
p24; 38	

(Level II)

- (6) If food for sandwiches was selected in activity (5) use the following procedure with the pupil:
Lay out the bread, filling and dressing (if any) in front of the pupil.
- YOU PUT THE MEAT (JELLY, PEANUT BUTTER, etc.) ON THIS PIECE OF BREAD. NOW PUT THIS PIECE OF BREAD ON TOP.
- (7) If the food selected is of the salad or soup variety, use the following procedure: Place the salad and the dressing in front of the pupil.
- HERE IS THE SALAD. YOU PUT THE DRESSING ON. MIX IT INTO THE SALAD.
- Place the open can of soup and a saucepan in front of the pupil.
- PUT THE SOUP IN THE PAN. STIR THE SOUP.
- (8) If the food selected is prepackaged (potato chips, pretzels, etc.), place the open package in front of the pupil.
- YOU TAKE SOME CHIPS (PRETZELS, etc.) AND PUT SOME ON EACH PLATE.

Reinforcement Activities:

- (1) Check with the parent of the pupil to encourage her/him to allow pupils to assist her/him in the preparation of a simple meal or snack. Send simple recipes home to parents, e.g., applesauce.
- (2) Have the pupils report how they helped parents to prepare a meal.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p24; 41	

(Level II)








Ability and Assessment:

9. To choose appropriate tools, materials, and supplies for a specific work-related task.

FRANK, YOUR JOB IS TO (WASH THE BOARD). GET EVERYTHING THAT YOU WILL NEED TO DO THE JOB BEFORE YOU GET STARTED.

Content-Development Activities:

- (1) Develop the following chart: Jobs and Things We Need to Do the Job

JOB	THINGS WE NEED TO DO THE JOB			
Boardwashing				
Pick up paper				

- (2) Give each pupil a worksheet that has his job in the left column and pictures of several job tools on the right side.

LOOK AT YOUR JOB. CIRCLE THE THINGS THAT YOU NEED TO DO YOUR JOB.

Task Analysis	
Process	Cognition
In: visual	conceptual
Out: motor	recognition
verbal	
nonverbal	

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 10	

(Level II)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
<p>(3) Select two pupils. Each one will alternately be the worker and the helper.</p> <p>SALLY, YOU ARE THE WORKER. YOUR JOB IS TO CLEAN THE FLOOR. LOUISE, YOU ARE THE HELPER. TELL SALLY THE THINGS SHE NEEDS TO DO THE JOB.</p> <p>(4) Show a picture of a male or female stick figure and a dog.</p> <p>THIS PERSON WANTS TO MAKE A HOUSE FOR THE DOG. WHAT THINGS WOULD YOU GIVE HIM TO DO THE JOB?</p> <p><u>Reinforcement Activities:</u></p> <p>(1) Institute a procedure that requires each class worker to assemble the necessary materials to do his work before he/she begins the job.</p>	p7; 8b	p29

(Level II)

Ability and Assessment:15. To observe simple health practices.

Prepare a snack shortly after pupils return from the playground.

GET READY FOR JUICE AND COOKIES. WHAT DO YOU DO BEFORE YOU EAT? (Wash hands.)

After the snack, ask:

WHAT SHOULD YOU DO AFTER MEALS TO PREVENT CAVITIES IN YOUR TEETH? (Brush teeth, or if you can't brush rinse your mouth with water.)

Use other questions such as: WHAT SHOULD YOU DO AFTER GOING TO THE BATHROOM? (Wash hands.)

Content-Development Activities:(1) WHAT ARE SOME THINGS WE SHOULD DO TO KEEP HEALTHY?

As pupils respond, place their statements on an experience chart. Have them read and discuss the statements, giving reasons for observing these practices.

(2) Sing the song "This is the way _____ (we wash our hands . . . we brush our teeth . . . etc.)."

(3) Invite the school nurse to talk to the class about cleanliness habits and the importance of good health. She might demonstrate the correct way to brush teeth, etc.

(4) Tape record the nurse's talk (or parts of it) and permit pupils to play it back at the Learning Center.

Reinforcement Activities:

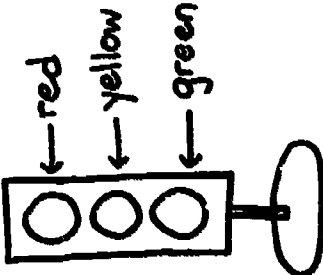
(1) Provide opportunities for pupils to practice simple health habits in the classroom. Call attention to those who observe these practices.

(2) Have pupils make a chart to take home, listing important health habits under days of the week. Ask parents to place a check mark by the habits the pupils observed and a zero by the habits they did not.

(3) Have pupils demonstrate acceptable ways of washing hands, brushing teeth, etc.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p18; 9, 10	p40 p29 p46

(Level II)

Ability and Assessment:	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
<p>17. <u>To identify common environmental symbols.</u></p> <p>Have pictures of common environmental symbols (stop sign, bathroom doors with male or female silhouette on them, traffic lights). Point to each and say:</p> <p>SHOW ME WHAT YOU DO WHEN YOU SEE THIS.</p> <p><u>Content-Development Activities:</u></p> <p>(1) Construct a traffic light by placing three circles each 5" in diameter--one red, one yellow, and one green--on a rectangular strip of cardboard mounted on a broom handle or other standard equipment.</p> <p>Example:</p>  <p>Point to each color as you teach the children this song: (Use a popular melody.)</p> <p>The red light says STOP The green light says GO The yellow light says You better wait a minute</p> <p>SING THE SONG WITH ME.</p>	p28; 19	

(Level II)

- (2) Lay out an intersection, using masking tape as the curb marker and the model traffic light. Have each pupil come to the curb.

POINT TO EACH COLOR OF THE "TRAFFIC LIGHT" AS I SAY IT. WHEN I POINT TO THE COLOR, YOU DO WHAT IT SAYS.

Task Analysis

Process	Cognition
In: visual nonverbal	perceptual
Out: motor nonverbal	awareness

- (3) Use outlined circles on worksheets, one large circle to a sheet. Under the circle have one of the following words: STOP, GO, WAIT. Give the class one page at a time.

THIS ONE SAYS "STOP." COLOR IT RED. (Etc.)

- (4) Take a walk to the nearest street crossing where there is a traffic light. Take one pupil at a time. Hold his hand at the curb.

LOOK AT THE LIGHT. DO WHAT IT SAYS.

- (5) Place silhouettes of standing male and female figures, one at a time, on the overhead projector

THIS IS A PICTURE OF A BOY (GIRL). ALL THE BOYS (GIRLS) STAND UP.

- (6) Use the same picture but add an outline of a door for each silhouette. Present the picture.

THIS IS A BATHROOM (RESTROOM). ALL THE PEOPLE WHO WOULD USE THIS BATHROOM, RAISE THEIR HAND.

- (7) Bring in empty containers of dangerous substances, such as cleaning supply containers, medicine bottles, etc.

WHO USES THESE? TELL ME WHAT THEY ARE. ARE THESE THINGS TO PLAY WITH? WHAT ARE THEY? ARE THESE THINGS TO WORK WITH? WHAT ARE THEY? ARE THESE THINGS TO EAT OR DRINK? WHAT ARE THEY?

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p31
p7; 28b	
	p31
	p30
	p30

(Level II)

Reinforcement Activities:

- (1) Take a walk around the base looking for "danger signs." Make a large poster displaying pictures of the "danger signs." Label each picture.
- (2) Play safety games designed to teach safe pedestrian habits to younger children.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p46 p63

LEVEL III

Ability and Assessment:

2. To identify some jobs in the school.

...Have pictures of people doing jobs in the school building and people doing work not associated with the school.

POINT TO THE PEOPLE DOING SCHOOL JOBS. NOW, WHAT JOB IS THIS ONE DOING? THIS ONE?

Content-Development Activities:

- (1) Take a walk around the school building. Take pictures, if possible, of teachers, custodians, coaches, cooks, etc. doing their jobs.
LOOK FOR PEOPLE DOING JOBS IN OUR SCHOOL. WHEN YOU SEE SOMEONE WORKING, TELL ME WHAT JOB HE IS DOING.
- (2) Develop an experience chart based on the trip around the school building. List the job-related words on the chalkboard. Explain them.

- (3) Have pictures of people doing work in the school. Show each picture.

DID WE SEE SOMEONE DOING THIS WORK? WHAT IS THAT PERSON'S (Or, MR. JONES') JOB?

- (4) Ask the people who are workers in the school to visit the classroom to talk about their jobs. Make tape recordings. Have pupils play back the tapes at Learning Centers.

- (5) Place the pictures on a chart labeled "Workers In Our School." Have the picture on one side and the name of the worker across from the picture. Point to the chart.

WHO IS THIS? WHAT DOES HE DO (WHAT IS HIS/HER JOB)?

Task Analysis	
Process	Cognition
In: visual verbal	perceptual
Out: vocal verbal	recall

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p28; 15	p29
	p31
	p40
	p29
	p29 p46
	p29

(Level III)

- (6) Do a role-playing activity. Divide the class into two groups. One group plays the roles of different workers in the school and the other group directs questions to role-players.
- Reinforcement Activities:
- (1) As part of the morning activities have a time for the pupils to tell about workers they saw on the way to or from school.
- WHO DID YOU SEE WORKING IN OUR SCHOOL WHEN YOU CAME IN THIS MORNING? WHAT JOB WAS HE/SHE DOING?
- (2) Have either real or play articles of clothing and tools which are associated with workers in the school for the pupils' use during "dress up" pretend time. Ask questions such as the following:
- YOU HAVE ON A JACKET AND TIE. WHAT JOB ARE YOU PRETENDING TO DO IN OUR SCHOOL?

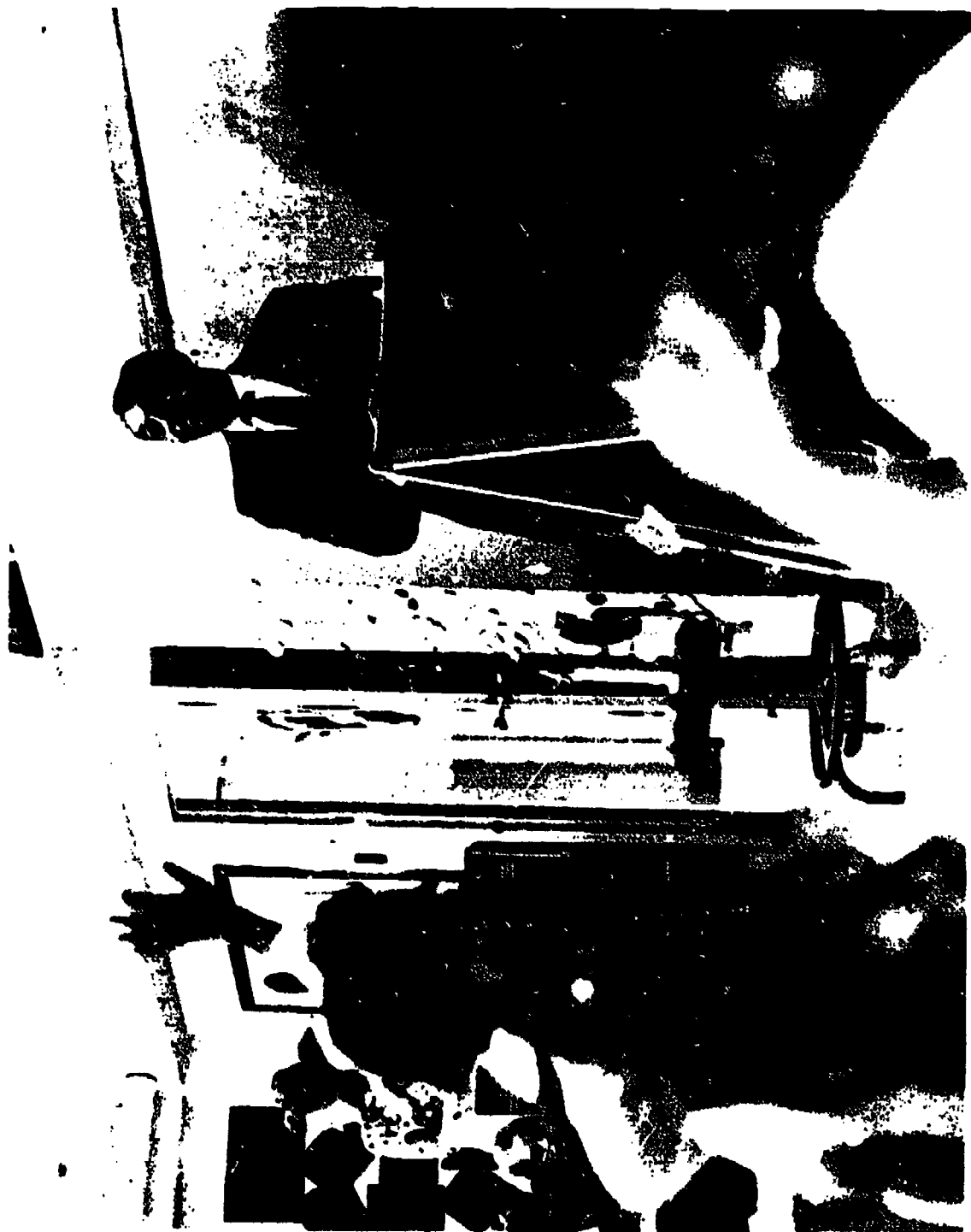
TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p80
	p80

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(Level III)

Ability and Assessment:

4. To sort work-related objects according to category of use.

Present the pupil with an assortment of pictures or real objects of the following: hammers, saws, case or butter knives, pieces of cloth, sponges, cleansers, pans, buckets, scissors, pencils, crayons, pliers, clamps.

LOOK AT THESE THINGS. WE DO OUR WORK WITH THEM. FIND ALL THE THINGS (PICTURES OF THINGS) THAT WE WOULD NEED TO DO THE WORK OF CUTTING (WIPING, HITTING, HOLDING, DRAWING, CLEANING, etc.).

Content-Development Activities:

- (1) Present several implements such as a wooden block, a medium-size stone, a pair of scissors, a mallet, a magazine, and a coping saw.

TAKE THE THINGS THAT YOU WOULD NEED TO CUT PICTURES FROM A MAGAZINE.

- (2) Present the pupil with the following: a block of paraffin wax, a 6" piece of 1x4-inch white pine, a bar of soap, a piece of paper, a 6" length of string or twine and a slice of bread. Have the following implements directly available to the pupil: a hammer, a pair of scissors, a butter knife, a saw, a steak knife, a feather, a 12" ruler with a metal straight edge.

USE THE TOOL(S) YOU NEED TO CUT EACH ONE OF THESE THINGS.

- (3) Show the pupil a dirty surface such as a table or desk top. Have the following materials available to the pupil: sponge, paper towel, a cloth, a wad of cotton, a piece of wood, a hammer and a container of water.

USE THE TOOLS YOU NEED TO CLEAN THIS DESK TOP.

- (4) Place the following items before the pupil: two pieces of wood, not more than four sheets of notebook paper, and a metal rod with some rust on it. Have glue, paper clips, a vise, a pair of pliers, a hammer, a ruler, a rock, and a "C" clamp available to the pupil.

PUT TWO PIECES OF WOOD TOGETHER SO THAT THEY WILL STAY. PUT TWO PIECES OF PAPER TOGETHER SO THAT YOU CAN TURN THEM LIKE PAGES OF A BOOK. FIND A TOOL TO HOLD THIS ROD SO THAT YOU CAN WIPE THE RUST OFF THE ROD.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p24; 33-44	

(Level III)

(5) I WANT TO HANG THIS PICTURE. TELL ME THE THINGS I COULD USE FOR TOOLS TO HELP ME PUT UP THIS PICTURE.

Reinforcement Activities:

- (1) Have the class develop a chart titled "Work and Tools That Help." On the left side of the chart write names of categories of work such as: cutting work, cleaning work, hitting work, etc. On the right side of the chart have the pupils put in either pictures or the names of tools that would do the work in the category.
- (2) As pupils are assigned tasks, have them choose the appropriate tools and/or materials to complete the task.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p40

(Level III)

Ability and Assessment:

6. To complete an assigned task.

JOHN, THE BOARD NEEDS TO BE CLEANED PLEASE CLEAN IT. (Use other tasks for other pupils.)

Content-Development Activities:

(1) Hold up pictures of children working at home or doing a task in school.

WHO CAN TELL ME WHAT SOME OF THE CHILDREN ARE DOING? CAN YOU SHOW ME HOW YOU WOULD DO SOME OF THE THINGS YOU SEE CHILDREN DOING IN THE PICTURES? (Give each pupil a chance to show how he would do a task depicted in a picture.)

(2) TELL ME WHAT TASK(S) YOU DO AT HOME TO HELP YOUR MOTHER AND FATHER.

Probable responses:

- cleaning my room
- drying the dishes
- washing the bathtub

- dusting the furniture
- hanging up my clothes
- carrying out trash or garbage

Task Analysis	
<u>Process</u>	<u>Cognition</u>

In: auditory verbal conceptual
Out: vocal verbal recall

(3) Make a work assignment chart and assign various tasks. Have a discussion with pupils about performing the tasks. Discuss what each student must do to get ready for the job; to do the job; to put things away after finishing the job.

Example: If Bill is to wash the board he must:

- erase the board
- remove all chalk
- get the pail and water
- get the sponge
- wash the board

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p25; 52	p29
	p40

(Level III)

- dust the erasers (outside)
- replace the erasers
- replace the chalk
- empty the bucket
- put the bucket where it belongs
- wash the sponge and put it where it belongs

Emphasize the importance of knowing what the student has to do, doing it, completing the task, and putting things away after the task is completed.

- (4) TELL ME WHAT YOU SHOULD DO IF YOU TAKE OUT A PUZZLE DURING FREE TIME, TAKE IT APART AND DECIDE THAT YOU DO NOT WANT TO PLAY WITH IT ANYMORE. (Elicit: I should complete the puzzle before returning it, or put the pieces in the puzzle container.)

- (5) Help pupils make a bulletin board display about starting and finishing tasks.

Reinforcement Activities:

- (1) Have pupils role-play situations in which they know what they are to do but get distracted before completing their tasks. Discuss the consequences of not completing tasks.
- (2) Have pupils draw pictures of people starting and completing tasks.
- (3) Use situations in the classroom to emphasize the importance of completing a task.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p80

(Level III)

Ability and Assessment:

3. To assume responsibility for taking care of equipment and materials.

Assign a task to each member of the class. (E.g., taking care of various types of audio-visual equipment, library books, etc.) Observe the performance of each pupil for a 3-4 day period. Have each pupil tell the class how he did his task.

Content-Development Activities:

(1) Demonstrate how pupils should take care of their equipment and materials. (This activity may be done over several days, depending on when equipment is used in class.)

WHAT DO YOU DO TO TAKE CARE OF A TAPE RECORDER, RECORD PLAYER, etc.?

- DO YOU OPERATE IT WHILE THE TEACHER IS NOT WATCHING OR IS OUT OF THE ROOM?
- DO YOU PUSH OR PLAY NEAR THE TABLE WHEN EQUIPMENT IS ON IT?
- DO YOU MARK OR PUT YOUR NAME ON THE SCHOOL'S EQUIPMENT?
- DO YOU GET EQUIPMENT WITHOUT THE TEACHER'S PERMISSION?

(2) Help pupils make a bulletin board display about classroom equipment and supplies. Develop a chart on "How To Take Care of Equipment" (one or two pieces of equipment).

(3) Assign classroom helpers to operate equipment. Demonstrate and explain to helpers what they are to do. Make sure pupils can do what you ask by having them demonstrate the task.

(4) WHY DO YOU THINK IT IS IMPORTANT TO CARE FOR EQUIPMENT AND MATERIALS?

<u>Task Analysis</u>	
<u>Process</u>	<u>Cognition</u>
In: auditory verbal	conceptual
Out: vocal verbal	recall

Probable responses:

- So that we can use it again.
- To keep it working properly.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p25; 52	
	p4C

(Level III)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
<p>-To keep it looking pretty. -So that another class can use it. -To save money on repairs.</p> <p>(5) TELL ME HOW WE CAN KEEP OUR EQUIPMENT AND SOME OF OUR MATERIALS IN GOOD SHAPE.</p> <p>Elicit:</p> <ul style="list-style-type: none">-Keep it clean.-Put it away when we finish using it.-Be careful when using materials or equipment.-Know what we are doing when helping the teacher operate the equipment.-Keep desk clean and neat.-Keep furniture dusted in class.-Keep window shades properly adjusted.-Pack materials away after using them.-Do not play with pencil sharpeners.-Do not play with scissors.-Do not play with rulers.-Do not play with erasers.-Do not play with chalk. <p>(6) Have pupils keep a weekly responsibility chart in which they draw pictures of equipment or materials they have been responsible for each day. Have pupils rate themselves with a (x) for a very good job or a (✓) for a fair job in taking care of their particular equipment or materials. Explain to pupils who get a (✓) how they can do a better job or have other pupils tell what they would do.</p> <p><u>Reinforcement Activities:</u></p> <ol style="list-style-type: none">(1) Review correct and incorrect ways of caring for classroom equipment and materials.(2) Have pupils select an inspection committee of three or four pupils whose duty would be to determine if the pupils have shown that they can be responsible for doing a task.(3) Repeat activity (6) above. Check project charts daily and provide praise for jobs well done.	p25; 52	p31

(Level III)

Ability and Assessment:

11. To produce a simple product with other members of a "production line."

Refer to Sub-unit, Part III: Cooking: Making Applesauce for assessments of various tasks.

Content-Development Activities:

(1) WE ARE GOING TO MAKE APPLESAUCE. WE WILL WORK TOGETHER IN TEAMS OF TWO. I WILL TELL YOU WHAT EACH TEAM HAS TO DO TO HELP MAKE THE APPLESAUCE.

Divide the class into pairs and writ. the following recipe on a chart or the chalkboard.

Recipe

1. Wash apples. Cut in quarters (1/4's).
2. Take out cores.
3. Put apples, cloves, and water in a big pan.
4. Cook 10 minutes or until apples are soft.
5. Cool. Mash through a strainer.
6. Add sugar. Stir.

Ask pupils to read the recipe or read it with them.

NOW, WHAT DO WE NEED TO DO BEFORE USING THE RECIPE? (Elicit: we need utensils, pan, measuring cup, apples, sugar, etc.)

Task Analysis

Process

In: auditory verbal
Out: vocal verbal

Cognition

conceptual
recall

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p24; 40.42	p31

(Level III)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
<p>Assign teams to do the tasks. Station teams in appropriate parts of the "kitchen" space. The teacher and/or aide should list utensils and ingredients on the board, with pictures of utensils if needed.</p> <p>Example of team assignments:</p> <p>Team #1: Get utensils from cabinet.</p> <p>Team #2: Place ingredients on table or counter. Count apples (14), measure ingredients.</p> <p>Team #3: Mash apples, cut in quarters (1/4's), take out cores.</p> <p>Team #4: Put apples, cloves, and water in a big pan. Cook for 10 minutes (or until apples are soft). Permit the team to use a timer. Turn off burner and allow to cool.</p> <p>Team #5: Mash apples through a strainer. Add sugar and stir.</p> <p>Team #6: Prepare table for serving. Serve.</p> <p>Permit groups to criticize each other, using questions such as the following:</p> <ul style="list-style-type: none">-Did each team work well together?-Did he/she share the work with the partner?-Did each team do its part? What happens if each team does not do its part? <p>Note: This activity will probably require three or more lessons for younger pupils.</p> <p>(2) Follow the above format for other recipes. (Refer to <u>Cooking</u> sub-unit in the <u>Unit</u> section, Part III.)</p> <p>(3) Follow the above format for making other products such as: take-apart model automobiles and airplanes, murals, puzzles.</p>		

(Level III)

Reinforcement Activities:

- (1) Repeat the content-development activities when preparing food for snacks; making cookies for special holiday occasions; doing art projects.
- (2) Pantomime two or more people making a product. Have pupils guess what they are doing.
- (3) Make a tape giving directions for making a simple product. Have two or more pupils make (or put together) the product in the Learning Center.
- (4) If an appropriate film on assembly line production is available, show it. Discuss.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p24; 33-44	p80 p29 p46

(Level III)

Ability and Assessment:13. To exercise self-control while working with others.

Observe the pupil over an extended period of time in a variety of "work" situations. Assess for (1) keeping his voice within reasonable limits; (2) listening when others are talking; (3) not monopolizing conversation; (4) walking instead of running; (5) abiding by school and safety rules/regulations; (6) reacting appropriately to emotional situations.

Content-Development Activities:

- (1) During individual drill time emphasize the importance of speaking clearly, but quietly so that other class members will not be disturbed.
- (2) Present a sequence of pictures depicting a group of children building a sand castle and then one child destroying it.

WHY DO YOU THINK THIS BOY (point to the boy destroying the sand castle) IS DESTROYING THE SAND CASTLE? WHY SHOULD HE NOT DO THAT? HOW DO THE OTHERS FEEL? WHAT MIGHT THEY DO TO HIM?

Task AnalysisProcessCognition

In: visual nonverbal conceptual
Out: vocal verbal recall

- (3) IF YOU AND OTHERS WERE WORKING ON A PROJECT AND SOMEONE MADE YOU ANGRY, WOULD YOU DESTROY THE THING YOU WERE MAKING? HOW COULD YOU SHOW THAT YOU WERE ANGRY AT THE WAY THE PROJECT WAS BEING DONE WITHOUT DESTROYING IT?
- (4) Have pupils role-play the situation in activity (3) above. Select a volunteer to be the angry person and allow him to choose classmates for the other roles. After the role-playing is completed, ask the pupil in charge to explain why he reacted as he did in the situation.
- (5) Following "Show and Tell" or "News" time, provide opportunities for each pupil to ask class members questions. Each pupil who answers a question correctly gets a reward (a piece of fruit, a piece of candy, a drink of Trauben saft, etc.). Also give a reward to each pupil who asks a question which no one else can answer. As you pass out the rewards say: YOU MUST HAVE BEEN LISTENING CAREFULLY. Discuss the importance of "good listening habits."

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p22; 7, 9 p23; 13, 19 21, 24, 26 p27; 9f	p29
	p80

(Level III)

- (6) Give oral directions for a class assignment. Give two rewards for those pupils who follow the directions and complete the assignment correctly. Give one reward to those students who do not complete the assignment correctly but show or tell you how to do the assignment as you had directed. Emphasize that rewards were given for demonstrating self-control in listening carefully as the assignment was given, and in attending to the task until it was finished.

Reinforcement Activities:

- (1) Develop simulations for many situations in which various aspects of self-control could appropriately be exhibited.
- (2) As situations arise in the classroom, discuss good and poor ways of acting (exhibiting self-control). Role-play good and poor ways of exhibiting self-control.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p87
p23; 12, 13	p80

(Level III)

Ability and Assessment:

17. To predict the consequences of not following safety precaution when working on a task.

Set up several of the familiar classroom or school tasks that involve tools or equipment. Have the tool or piece of equipment on hand when the assessment is done.

WHEN YOU CLEAN THE PLAYGROUND, WHAT COULD HAPPEN IF YOU LEFT THE RAKE LIKE THIS (lying down, times up)?

Content-Development Activities:

- (1) Select a familiar classroom or school task, such as washing the chalkboard.

WHO CAN TELL ME ALL THE THINGS YOU NEED TO DO TO WASH THE CHALKBOARD? IF YOU FORGET TO WIPE THE CHALK TRAY, COULD SOMEONE GET HURT? (No.)

Continue to ask similar questions of each step involved in the task until the step that could cause injury is identified.

LET'S CALL THIS THE "SAFETY STEP."

- (2) Select two pupils.

SHEILA, YOU DO (task name). JENNIFER, YOU WATCH SHEILA WORK AND SAY "STOP!" WHEN SHEIL: GETS TO THE "SAFETY STEP."

After Jennifer gives the "Stop!" signal, ask the class: WHAT SHOULD SHEILA DO?

- (3) Make a three-step transparency. The first panel shows someone doing a task, the second panel shows that person ignoring a safety precaution, the third panel shows another person approaching the work area. Show the first two panels.

LOOK AT THESE TWO PICTURES. WHAT DID THE WORKER IN THE SECOND PICTURE NOT DO?

Task Analysis	
Process	Cognition
In: visual nonverbal	conceptual
Out: vocal verbal	recall

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p28; 25	p31
	p30

(Level III)

(4) Point to the third panel of the transparency used in (3) above.

LOOK AT THIS PICTURE. WHAT COULD HAPPEN TO THIS PERSON?

Reinforcement Activities:

- (1) Have each pupil who does a classroom or school task describe the "safety step" in that task.
- (2) Make a list of objects or steps that, if improperly used or done, can cause injury. (E.g., leaving a bucket of water on the floor, spilling water on the floor.)
- (3) Tell stories from the local paper about accidents which resulted from safety precautions being ignored. Have pupils identify why the accident happened or what safety precaution was ignored, what "safety step" was omitted.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p26; 1	p30
	p40

LEVEL IV

Ability and Assessment:

1. To make a survey of potential jobs in the following school areas: (a) cafeteria, (b) supply room, (c) office, (d) library, (e) other. (Refer to Appendix A following the WORLD OF WORK subsection.)

Arrange for pupils to observe the work being done in the above job centers in the school. Have them make oral reports to the class.

Content-Development Activities:

- (1) WHAT KINDS OF WORK DO PEOPLE IN THE SCHOOL DO?

Discuss the kinds of work that might be available in the school. Ask the principal, vice-principal, or other appropriate school personnel to speak to the class about the different kinds of jobs and the training necessary for them.

- (2) Make a chart on a transparency listing the above jobs. (Refer to JOB TRAINING CENTERS, Appendix B, in this volume [Part III].) Have pupils read the jobs or repeat them after you say them.
- (3) Pantomime doing some of the jobs listed in the preceding activity. Have pupils guess the job.
- (4) If possible, show a film about working in different jobs.
- (5) Tell a story about someone trying to get a job. Permit pupils to supply an ending to the story.

Reinforcement Activities:

- (1) Take a trip around the building (small groups).

AS WE WALK THROUGH THE BUILDING, WATCH THE PEOPLE WHO ARE DOING THE JOBS.

Follow up with discussions about what was seen on the walk. Have pupils compare what they saw with the previous list made.

- (2) Have pupils observe the work being done in various places as they eat lunch, walk through halls, etc. Provide a "report" period for pupils to tell what they observed.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9b, d, 12 p28; 20	
	p80

(Level IV)

Ability and Assessment:

5. To list jobs consistent with individual abilities.

Give pupils copies of the chart titled "Jobs and Responsibilities."

CHECK THE THINGS YOU WOULD BE ABLE TO DO.

Content-Development Activities:

(1) TELL ME ABOUT SOME THINGS YOU CAN DO.

Place on the board a list of things pupils name. Have pupils read the list.

TELL ME THE THINGS MENTIONED BY YOUR CLASSMATES THAT YOU THINK YOU CAN DO.

(2) Show pictures of people doing various kinds of jobs. (E.g., Air Force pilot, typist, gardner, laundry worker, etc.)

HERE IS A PICTURE. LOOK AT THE PICTURE. TELL ME WHAT KIND OF JOB IT IS. COULD YOU DO IT?

(3) Read each of the following questions, then have pupils repeat and answer the questions substituting first-person pronouns for second-person pronouns.

- Can you work well with your hands?
- Can you make things grow?
- Can you remember numbers?
- Can you talk well with people?
- Are you quick or slow in moving around?
- Can you write and read a message?
- Etc.

THERE ARE MANY THINGS I (the teacher) KNOW I CANNOT DO, BUT THERE ARE STILL OTHER THINGS I CAN DO. KNOWING THAT I CAN DO THEM WELL MAKES ME PROUD OF MY ABILITIES. TELL ME SOME OF THE THINGS YOU CAN DO.

TEACHER TIPS		
Teaching Resources	Teaching Strategies	
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- (4) THINGS YOU CAN DO WELL, WE CALL YOUR STRENGTHS. THINGS YOU CANNOT DO WELL WE WILL CALL YOUR LIMITATIONS.

The teacher tells about some of her strengths and her limitations.

HOW MANY OF YOU WOULD LIKE TO TELL US ABOUT SOME OF YOUR STRENGTHS AND LIMITATIONS?

- (5) LISTEN TO THIS STORY ABOUT JOHN AND SEE IF YOU CAN TELL ME WHAT YOU THINK JOHN SHOULD DO, AND IF YOU COULD DO WHAT JOHN WANTED TO DO.

John wanted to be an airplane pilot. Mr. Brown, the teacher, took the children to the base airport. The airforce pilot explained what he had to do to operate his B-52. He gave complete details about how carefully he had to listen to be able to follow directions; how he had to learn how to operate more than eight different switches within a matter of minutes; how he had to go to school to learn about flying; how he had to get training on an aircraft to become a pilot. He also mentioned that he had to work in a close place for long periods of time.

DO YOU THINK YOU WANT TO BE AN AIRPLANE PILOT? I DO NOT THINK I COULD DO IT.

- (6) Take a trip to the airport on base. Discuss the trip. Have the pilot come in to talk to the class about becoming a pilot and operating a plane. List on the board competencies required of pilots. Discuss these competencies.

HOW MANY OF YOU THINK YOU WOULD BE ABLE TO BECOME A PILOT?

- (7) Ditto sheets with three columns: Jobs/Strengths/Limitations. Have pupils put a check (✓) beside the job that they have some strengths in and a zero (0) beside the jobs in which they have some limitations. See example on next page.

Have a discussion with pupils about their decisions. Have pupils put their papers in their **WORLD OF WORK** notebooks.

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Example:

WHICH JOBS CAN I DO BEST?		
Job	Strengths	Limitations
waitress moving van attendant delivery man gas station attendant nurses' aide gift wrapper car washer maid stock boy linen checker dish washer babysitter janitor's helper		

TEACHER TIPS	
Teaching Resources	Teaching Strategies

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Reinforcement Activities:

- (1) Role-play situations in which pupils try to do jobs that they cannot do. Role-play other situations showing how beneficial it is to do what you can do well.
- (2) Plan a trip to the Commissary. Make a list of jobs that pupils might be interested in doing. Take the list of jobs to the Commissary. Have pupils observe the various jobs being performed. Compare the pupils' original list with jobs observed at the Commissary. Make a new list. Ask pupils if they still think they can do the various jobs. If so, why? If not, why not?

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Ability and Assessment:

6. To practice filling out a personal information form.

HERE IS A FORM THAT YOU WOULD NEED TO FILL OUT WHEN APPLYING FOR A JOB (see enclosure). FILL IT OUT.

Content-Development Activities:

(1) After the pupil has practiced writing his name, address, and telephone number, present him with the following part of the personal information form. Teach vocabulary, if necessary. If the pupil doesn't know his weight and height, allow him to weigh and measure himself. Provide assistance, if necessary.

Name _____

Address _____ Telephone Number _____

Age _____ Height _____ Weight _____

Married _____ Yes _____ No _____

Children _____ 0 _____ 1 _____ 2 _____ 3 _____ ()

(2) Use same format as in activity (1) above.

Education: _____

Elementary School _____

Address _____

High School _____

Address _____

Grade Completed _____ High School Diploma _____ Yes _____ No _____

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(3) Use same format as in activity (1) above.

Jobs For Which You Have Received Training:

1. _____
(cafeteria helper)
2. _____
(hospital aide)
3. _____
(supply room helper)
4. _____
(other)

Job Choice (List in order of preference.):

1. _____
2. _____
3. _____

(4) Use same format as in activity (1) above.

Hobbies: 1. _____ 2. _____ 3. _____

(5) Use same format as in activity (1) above.

References (Give two or more. Do not use relatives.):

Name _____ Position _____
 Address _____
 Telephone Number _____

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Name _____ Position _____
Address _____
Telephone number _____

- (6) Present the student with the first two portions of the form. Tell him that the first and second parts require different kinds of information about him/her. Review the parts with the student.
- (7) Review other parts with the student. Have him practice filling in each separate part at the Learning Center.
- (8) Repeat assessment activity. (Fill out entire form.)

Reinforcement Activities:

- (1) Repeat content-development activity (8) with different, but similar, personal information forms.
- (2) Have student "read" a blank personal information form providing the required facts orally as he progresses through the form.

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PERSONAL INFORMATION FORM

Tchr. Guide for Exceptional Child., Part III, June 1973

Name _____

Address _____ Telephone Number _____

Age _____ Height _____ Weight _____

Married _____ Yes _____ No

Children _____ 0 _____ 1 _____ 2 _____ 3 _____ ()

Education:

Elementary School _____

Address _____

High School _____

Address _____

Grade Completed _____ High School Diploma _____ Yes _____ No

Jobs For Which You Have Received Training:

E.g. 1. _____ (cafeteria helper)

2. _____ (hospital aide)

3. _____ (supply room helper)

4. _____ (other)

Job Choice (List in order of preference.):

1. _____

2. _____

3. _____

Hobbies: 1. _____ 2. _____ 3. _____

References (Give two or more. Do not use relatives.):

1. Name _____ Position _____

Address _____ Telephone Number _____

2. Name _____ Position _____

Address _____ Telephone Number _____

3. Name _____ Position _____

Address _____ Telephone Number _____

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(Level IV)

Ability and Assessment:

8. To practice filling out the following job-related forms: (a) application form, (b) Social Security card, (c) self-evaluation form, (d) supervisor's evaluation form, (e) other. (Refer to Appendix B following the WORLD OF WORK subsection.)

YOU HAVE PRACTICED FILLING OUT A PERSONAL INFORMATION FORM. (Refer to STA #6 in this subsection.) SOME OF THE SAME INFORMATION IS NEEDED ON THIS APPLICATION FOR EMPLOYMENT FORM. FILL IT OUT.

Content-Development Activities:

- (1) Have class discussion on the purposes of the application form. Give each pupil a copy.
- (2) Review vocabulary words used in completing the Personal Information form. (Refer to STA #6 in this subsection.) Teach any new words related to the following part of the application form.
- (3) HERE IS A PART OF THE APPLICATION FORM. AS I READ IT TO YOU, TELL ME WHAT GOES IN THE BLANK SPACES.

APPLICATION FOR EMPLOYMENT

Part-time/Hourly-paid U.S. Personnel Program

1. NAME (Print full name): _____ (Last) _____ (First) _____ (Middle)

☐ Male

☐ Female

2. PRESENT MAILING ADDRESS: _____

3. DATE OF BIRTH: _____ PLACE: _____ City _____ State _____

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4. PERMANENT STATESIDE ADDRESS: _____ STREET: _____
CITY: _____ STATE: _____
5. CITIZENSHIP: _____ MARITAL STATUS: _____
(Single, Married, Divorced, Widowed, Separated)
- ID CARD NO.: _____ PASSPORT NO.: _____
- (4) Follow the same format as in activities (1), (2), and (3) for completing the second part of the application form.
6. TYPE OF JOB YOU SEEK (Indicate in order of preference):
a. _____ c. _____
b. _____ d. _____
7. WHEN WILL YOU BE AVAILABLE FOR WORK? (Date): _____
8. SOCIAL SECURITY NUMBER: _____
9. PREVIOUS EMPLOYMENT (List latest employment first):
a. FROM: _____ TO: _____
b. EXACT TITLE OF YOUR JOB: _____
c. NAME OF EMPLOYER: _____
d. ADDRESS OF EMPLOYER: _____

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(5) Follow the same format as in activities (1), (2), and (3) for completing the third part of the application form.

10. CLASS SCHEDULE:

1.	Room	5.	Room
2.	"	6.	"
3.	"		
4.	"		

11. SPONSOR'S NAME: _____

RANK: _____

ORGANIZATION: _____

APO NO.: _____

PRESENT ADDRESS: _____

HOME PHONE NO.: _____

OFFICE PHONE NO.: _____

Date

Signature of Sponsor

12. APPROVAL OF SCHOOL PRINCIPAL (if required):

Date

Signature of School Principal

Signature of Applicant

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Note: Use a similar format for completing other necessary forms in Appendix B, following the **WORLD OF WORK** subsection.

•

TEACHER TIPS	
Teaching Resources	Teaching Strategies

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Ability and Assessment:

9. To practice conducting an interview.

TOM, WHAT ARE SOME OF THE THINGS YOU WOULD WANT TO REMEMBER BEFORE GOING TO TALK TO SOMEONE AFTER YOU HAVE APPLIED FOR A JOB? E.g., (1) be on time (or 5-10 minutes early), (2) be neat and clean, (3) go into the interview alone, (4) look directly at the prospective employer, (5) know answers to questions on application form and/or personal information form, (6) listen while the employer talks, (7) be business-like--don't talk about personal problems, etc., except as they pertain to the job. Role-play the interview.

Content-Development Activities:

- (1) AFTER YOU HAVE FILLED OUT YOUR APPLICATION FOR A JOB, YOU WILL BE GIVEN AN INTERVIEW. THE TALK THAT YOU HAVE WITH AN EMPLOYER IS CALLED AN INTERVIEW. TELL ME THE WAYS IN WHICH YOU MIGHT GET AN INTERVIEW. (Elicit: write a letter to the employer or telephone the employer.)
- (2) Present the pupils with letter forms and examples of letters requesting interviews. Have them practice writing letters asking for an interview.
- (3) Role-play telephoning employers or their secretaries for an interview.
- (4) HERE IS A LIST OF THINGS YOU SHOULD REMEMBER WHEN YOU GO FOR AN INTERVIEW. LET'S DISCUSS THEM. YOU MAY THINK OF OTHER THINGS TO REMEMBER.
 - a. Be on time.
 - b. Be neat and clean.
 - c. Know all answers written on the application form.
 - d. Go into the interview alone. (Don't take relatives or friends.)
 - e. Be respectful and business-like.
 - f. Sit up straight in your chair and look directly at the employer. (Don't chew gum.)

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- g. Listen carefully and don't argue, yet ask questions if you are confused about the job.
h. Thank the employer when the interview is over.

Have pupils copy the list for their WORLD OF WORK notebooks.

Reinforcement Activities:

- (1) Role-play two or three interviews. Tape the interviews, play them back, and discuss. Ask pupils to select the pair who performed best and to make suggestions for improvement.
- (2) Repeat content-development activities (2), (3), and (4).

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Teaching Resources	Teaching Strategies	
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(Level IV)

Ability and Assessment:

26. To conserve time and energy.

TELL ME (SHOW ME) WHAT YOU WOULD DO TO SAVE TIME AND TO KEEP FROM BECOMING TOO TIRED IN CLEANING THIS CLASSROOM (YOUR HOME, etc.). (Elicit: make a schedule for doing tasks, allow time for rest and recreation, not try to do everything in a short time, etc.)

Task Analysis

Process

Cognition

In: auditory verbal
Out: vocal verbal

conceptual
recall

Content-Development Activities:

(1) Discuss with the pupils the value of planning when several jobs have to be done. Name various home tasks, school tasks, and paying jobs in the community. List tasks on the board.

WHEN I POINT TO EACH KIND OF TASK, TELL ME HOW LONG IT MIGHT TAKE TO FINISH IT. IS IT HARD WORK OR EASY WORK?

LET'S MAKE A CHART OF THESE JOBS AND DECIDE HOW LONG IT MIGHT TAKE AND WHETHER IT IS HARD WORK OR EASY WORK.

Example:

JOB	TIME	HARD WORK	EASY WORK
1. Cleaning the house			
2. Waxing the Commissary floor			
3. Putting 50 library books on the shelves			
4. Cutting the lawn			

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Teaching Resources	Teaching Strategies
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- (2) Using the chart in activity (1), have the pupils suggest ways of making the tasks easier. (Refer to assessment activity.)

- (3) Give each pupil a sheet of paper.

MAKE A TIME SCHEDULE FOR ONE OF THE TASKS LISTED ON THE PRECEDING CHART.

- (4) Invite a work-study student to talk to the class about how his job is scheduled in relation to conserving time and energy.

- (5) Make a tape recording of the work-study student's talk. Play back and discuss.

Reinforcement Activities:

- (1) Place the schedule of activities, classes, etc., on the board with times allocated to each activity. Call attention to this schedule frequently.
- (2) Have pupils keep time sheets for their home tasks for a week. Have them return the time sheets and discuss problems and positive results. Place time sheets on bulletin boards and refer to them from time to time.

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Teaching Resources	Teaching Strategies
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Ability and Assessment:

37. To select clothes based on fashion, economy, durability, and use.

PRETEND THAT YOU ARE GOING TO TALK TO AN EMPLOYER ABOUT A JOB TOMORROW MORNING. TOMORROW WEAR THE CLOTHES TO SCHOOL THAT YOU WOULD WEAR IF YOU WERE GOING TO TALK TO THE MAN/WOMAN WHO MIGHT HIRE YOU.

Content-Development Activities:

- (1) Define and give concrete examples (pictures and/or articles of clothing) of "fashion, " "economy," and "durability." Substitute other words and phrases such as "style" for fashion, "cost" for economy, and "how long clothes will last" for durability. Allow time for questions and discussion.
- (2) Present magazines and/or comic books.

FIND PICTURES OF CLOTHES THAT YOU MIGHT WEAR FOR AN INTERVIEW. PASTE THEM ON A SHEET OF PAPER.

Task Analysis

Process

In: visual nonverbal
Out: motor nonverbal

Cognition

conceptual
awareness

Have pupils show the pictures to the class and state why those clothes were chosen.

- (3) Provide large sheets of paper. Have girls cut out dresses and have boys cut out shirts and trousers. (Give assistance when needed.)

NOW, COLOR "UP AND DOWN" STRIPES ON ALL YOUR PAPER PATTERNS.

Have each pupil come to the front of the class and hold his/her creations to the front of his body.

DOES MARY (FRANK) LOOK TALLER OR WIDER WITH THE "UP AND DOWN" STRIPES? MARY IS TALL AND WANTS TO LOOK SHORTER. SHOULD SHE WEAR THIS TYPE OF DRESS? WHY? WHAT KIND OF STRIPES WOULD MAKE HER LOOK SHORTER?

Repeat this activity with horizontal stripes.

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Teaching Resources	Teaching Strategies
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- (4) Present a prepared worksheet or chart with horizontal and vertical lines of the same length and width.

Example:



MAKE A CHECK MARK BY THE TWO LINES THAT YOU THINK ARE LONGEST; WIDEST; THE SAME.

Have pupils measure each line (not the arrow) to find that all lines are the same length and width. Discuss the relationship between body type and stripes. (Refer to activity [3] above.)

- (5) Use individual pictures that pupils prepared for activity (2) above.

LOOK AT YOUR PICTURES. WHAT COLORS DID YOU CHOOSE FOR YOURSELF? WHY? DO THESE COLORS GO TOGETHER? DO YOU "LOOK GOOD" IN THEM?

Establish the relationship between colors that go well together and color and skin tone, difference between day and night, light conditions.

- (6) Repeat activity (3) above, except use color. (Pupils may use the back side of the pattern for this activity.)

- (7) Present various types of fabrics. Discuss durability of each type.

WHICH OF THESE PIECES OF CLOTHES WOULD LAST LONGER? WHY? SHOULD YOU CHOOSE A FABRIC THAT YOU COULD WASH? WHICH ONE OF THESE DO YOU THINK YOU COULD WASH?

Have pupils discuss the kinds of clothing they are wearing in terms of durability, i.e., consider types of fabric, buttons, zippers, seams, color, cost.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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(Level IV)

- (8) Role-play situations in which the pupils have a specific amount of money for buying clothing.
Have pupils playing roles consider the following factors:

- a. How often will I wear it?
 - b. Is the fabric durable?
 - c. Can I wash it or will it have to be dry cleaned?
 - d. Do I need it?
 - e. Do I have accessories to go with it?
- Etc.

- (9) Have pupils make a chart similar to the one on the next page, take it home, and complete it.
Have pupils discuss the charts and place them on bulletin boards.

- (10) Repeat assessment activity (interview).

Reinforcement Activities:

- (1) Take a field trip to the PX. Look at clothes; match skirts and blouses, shirts and slacks; compare prices; check type of cleaning instructions; etc. Discuss upon return to the classroom.
- (2) From time to time call attention to pupils who wear colors that are becoming, clothes that are appropriate for school or work, etc.
- (3) Periodically review the chart developed in activity (9) above.

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Teaching Resources	Teaching Strategies
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								TEACHER TIPS	
								Teaching Resources	Teaching Strategies
Clothing Articles	Number of articles that are in fashion	Number of articles that do not need repair	Number of articles that need repair	Number of articles that I can no longer wear	Number of articles that I need to buy	Number of articles that I can buy now			
Blouses/ Shirts									
Skirts/ Slacks									
Dresses/ Suits									
Coats & Jackets									
Underclothes T-tops B-bottoms									
Pajamas & Robes									
Shoes & Boots									
Mittens, Gloves, Scarves, etc.									

(Level IV)

Ability and Assessment:43. To demonstrate sanitary measures in handling and preparing food.

Arrange for in-class preparation of a complete meal. Observe pupils for awareness and practice of "clean" handling of food during preparation and service. (1) Pupils with long hair should be wearing hair nets; (2) hands should be washed thoroughly with soap; (3) clothes should be clean; (4) any contaminated (dirtied) food should be discarded; (5) fresh fruits and vegetables for salads should be washed; etc.

Content-Development Activities:

- (1) Visit the cafeteria or snack bar. Observe food handling practices. Discuss whether or not hair nets were worn by all workers with long hair. Discuss the reasons for wearing hair nets, etc.
- (2) Invite the technician from the Veterinary clinic to talk to the class about food inspection procedures and techniques. Tape his talk. Replay the tape and list important procedures mentioned by the visitor.
- (3) If possible, arrange to visit the cafeteria or snack bar with the base veterinarian serving as guide. Ask him to explain the reasons for such stringent inspection procedures.
- (4) Ask the veterinarian to demonstrate food contamination detection tests. Ask him to explain what might happen if people ate the contaminated food identified by the test.
- (5) Role-play the preparation and service of food following sanitary procedures carefully. Have those members of the class who are not assigned roles be the critique committee. Whenever a role-player does something that might contaminate food a member of the critique committee should raise his/her hand and explain what was done and show or tell how it could be done so that contamination would be unlikely to occur.
- (6) Repeat assessment activity.

Reinforcement Activities:

- (1) Ask pupils to watch for and report to the class any cases of potential food contamination that they see in the cafeteria, snack bar, economy restaurants, sidewalk stands, etc.

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Teaching Resources	Teaching Strategies
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(2) whenever snacks are prepared by the class or certain class members, discuss the use of appropriate sanitation procedures.

TEACHER TIPS		
Teaching Resources	Teaching Strategies	

(Level IV)

Ability and Assessment:

52. To assume responsibility for babysitting.

SUE (JOHN), WE HAVE LEARNED SOME THINGS ABOUT CARING FOR YOUNG CHILDREN. PRETEND YOU HAVE BEEN ASKED TO BABYSIT FOR A NEIGHBOR'S FIVE-YEAR-OLD SON. TELL ME THE THINGS YOU WOULD HAVE TO KNOW ABOUT THE JOB AND THE THINGS YOU WOULD HAVE TO DO TO TAKE GOOD CARE OF THE CHILD.

Content-Development Activities:

(1) If possible, view a film on child development and/or child care. After showing the entire film, view parts of it, discuss each part, and list the important aspects of each part on a transparency or the chalkboard. Have pupils copy the list, practice reading it, and place it in a BABYSITTING notebook.

(2) TELL ME SOME OF THE THINGS THAT YOUNG CHILDREN LIKE TO DO. (Consider age levels.)

Elicit: Play games, listen to stories while looking at the pictures in the story, learn and sing songs, play with toys, assemble puzzles.

Task Analysis	
<u>Process</u>	<u>Cognition</u>
In: auditory verbal	conceptual
Out: vocal verbal	recall

Have pupils make a bulletin board display of pictures and labels of things children like to do. Have pupils make a tote bag of babysitting items, including the BABYSITTING notebooks.

(3) HOW CAN YOU GET TO KNOW THE CHILD?

Elicit:

- Tell him your name. Ask his name.
- Look and act friendly by smiling.
- Play with him.
- Go to the home early so that the child can become acquainted with you before his/her parents leave.

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Teaching Resources	Teaching Strategies
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TEACHER TIPS	
Teaching Resources	Teaching Strategies
<p>e. Bring your tote bag so that you can offer the child a puzzle, read a story, show pictures, etc.</p> <p>Make a list on a transparency and have pupils copy it for their BABYSITTING notebooks.</p> <p>(4) WHAT ARE THE THINGS YOU SHOULD KNOW BEFORE ACCEPTING THE JOB?</p> <p>Elicit:</p> <ol style="list-style-type: none"> Length of time the parents will be gone. Whether they will bring you home afterwards. Rate of pay. Number and ages of children you will have charge of. <p>List these items on the board and have pupils copy them in their BABYSITTING notebooks.</p> <p>(5) NAME THE THINGS YOU SHOULD DO AFTER ARRIVING ON THE JOB.</p> <p>Elicit: Arrive early to get instructions.</p> <ol style="list-style-type: none"> Make a written list (or ask parents to make a list) of instructions for caring for the child. Include bedtime hour, where the child sleeps, any eating allowed, etc. Ask parents where things are located. Include lights, flashlight, heat regulator, etc. Ask for a written list of telephone numbers: where parents can be reached, a neighbor's or friend's in case parents cannot be reached, doctor, police and fire department. <p>List and have pupils copy the list in their notebooks.</p> <p>(6) WHAT ARE SOME OF THE THINGS YOU SHOULD <u>NEVER</u> DO WHEN BABYSITTING?</p> <p>Elicit:</p> <ol style="list-style-type: none"> Never leave the child alone. Don't go to sleep. Don't open the door to anyone you don't know. 	<p>p30</p> <p>p40</p> <p>p40</p> <p>p40</p>

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- d. Don't take a job if you have a cold or other contagious disease.
- e. Don't entertain your friends.
- f. Don't snoop.
- g. Don't discuss things heard in other people's homes.
- h. Don't talk on the telephone except in an emergency situation or if someone calls the parents.
(Be business-like and take a message.)

List and have pupils copy in notebooks.

Reinforcement Activities:

- (1) Make tapes of each activity and have pupils play-back at Learning Center.
- (2) Role-play several situations relating to the various aspects of babysitting.
- (3) Have pupils who have had babysitting jobs report problems and/or positive aspects of babysitting.

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Teaching Resources	Teaching Strategies
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(Level IV)

Ability and Assessment:

54. To evaluate per unit costs of various brands of food items.

Have several different brands of the same food item. Each can should be the same size, but the cost will vary according to brand. Point to one brand at a time.

BRAND X COSTS \$.48 A CAN, BRAND Y COSTS \$.56 A CAN. EACH CAN CONTAINS 16 OUNCES OF PEACHES. HOW MUCH DOES BRAND X COST FOR ONE OUNCE? HOW MUCH DOES BRAND Y COST FOR ONE OUNCE?

Content-Development Activities:

(1) Take a field trip to the Commissary.

WHEN WE ARE IN THE COMMISSARY, I WANT EACH OF YOU TO WRITE DOWN THE PRICES OF TWO OF YOUR FAVORITE FOODS.

(2) Have each pupil bring in one empty container of his favorite food item.

PAUL, TELL US THE PRICE OF YOUR FAVORITE FOOD.

(3) Hold up the container or label from a food item. Point to the weight designation on the label.

HOW MUCH (GREEN BEANS) IS THERE IN THIS CAN?

(4) Make a transparency of a can label. Leave the space for weight blank so that any number can be written in.

THIS CAN OF CORN WEIGHS 1 LB. 4 OZ. OR 20 OZ. THE CAN OF CORN COSTS \$.40. HOW CAN I FIND OUT HOW MUCH ONE OUNCE OF THIS CORN COSTS?

(5) Write the division problem for activity (4) on the transparency. Do not put in the answer.

WHO CAN WORK THE PROBLEM? WRITE THE ANSWER IN THIS SPACE ON THE TRANSPARENCY.

(6) Repeat the process in activities (4) and (5) above, but substitute meat labels for canned or boxed food.

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Teaching Resources	Teaching Strategies
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(7) Take a field trip to the Commissary.

FIND YOUR TWO FAVORITE FOODS AND FIGURE OUT HOW MUCH EACH ONE COSTS PER OUNCE.

Task Analysis	
Process	Cognition
In: visual verbal	conceptual
Out: motor verbal	recall

Reinforcement Activities:

- (1) GO SHOPPING WITH YOUR PARENTS. CHOOSE FIVE KINDS OF FOOD AND REPORT BACK TO THE CLASS THE PRICE PER OUNCE OF EACH FOOD.
- (2) Set up a role-playing situation in which one pupil takes the role of a store manager and the other pupil takes the role of a customer.
JOHNNY, YOU ARE THE CUSTOMER. YOU ARE TRYING TO FIND THE COST PER OUNCE OF EACH 20-OUNCE CAN OF CORN.
FRANK, YOU ARE THE STORE MANAGER. ONE CAN OF CORN COSTS \$.46 A CAN, ONE CAN OF CORN COSTS \$.38 A CAN, AND ANOTHER CAN OF CORN COSTS \$.40 A CAN. THE PRICES AND THE NUMBERS OF OUNCES ARE ON THE CANS.
Ask the "customer": WHICH CAN OF CORN COSTS THE LEAST PER OUNCE? . . . YES, NOW SHOW ME HOW YOU FOUND THE ANSWER.
Repeat this activity with other items.

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Learning Resources	Teaching Strategies
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(Level IV)

Ability and Assessment:

60. To compare the interest charges of various lenders and to compute the total cost of a specified loan.

IF YOU BORROWED \$500 FROM A BANK AT 12% INTEREST, HOW MUCH WOULD YOU PAY BACK TO THE BANK? IF YOU BORROWED \$500 FROM A FINANCE COMPANY AT 15% INTEREST, HOW MUCH WOULD YOU PAY BACK TO THE FINANCE COMPANY? IF YOU PAID \$500 FOR FURNITURE WITH A 20% CARRYING CHARGE, HOW MUCH WOULD YOU PAY BACK TO THE FURNITURE COMPANY?

Content-Development Activities:

- (1) Have pupils who had difficulty with the assessment review and practice the appropriate skills in the Mathematics subsection of Part II.
- (2) BEFORE BORROWING MONEY OR BUYING ANYTHING ON CREDIT, WHAT ARE SOME OF THE THINGS YOU SHOULD DO? (Elicit: shop around for the best interest rate or carrying charge, find out the total cost, find out if I have enough money left over from my other expenses to make the payments.)
- (3) Provide pupils with duplicated tables similar to the following. Do not complete the computations in the last two columns.

Lending Agency	Amount of money needed	Interest or Carrying Charge	Total to be repaid
Loan Corp.	\$325.00	20% interest (\$65.00)	(\$390.00)
Loca' Bank	\$325.00	12% interest (\$39.00)	(\$364.00)
Store	\$325.00	18% carrying charge (\$58.50)	(\$383.50)

YOU ARE PLANNING TO BUY A LIVING ROOM SUITE WHICH COSTS \$325.00. YOU HAVE BEEN TO A LOAN CORPORATION AND A BANK TO FIND OUT HOW MUCH INTEREST YOU WILL HAVE TO PAY. YOU HAVE ASKED THE STORE FOR THE CARRYING CHARGE.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p26; 4-6	
p27; 7a-d, 8a,c	

(Level IV)

NOW, USING THE INTEREST RATES AND CARRYING CHARGE GIVEN IN COLUMN III, FIGURE OUT THE AMOUNT YOU WILL PAY IN INTEREST AND THE TOTAL YOU WILL HAVE TO BORROW OR REPAY. PLACE THE FIGURES IN THE CORRECT COLUMNS.

(4) After the pupils complete the computations in activity (3) have two of them place their computations on the board. Correct, if necessary.

WHICH PLACE WOULD YOU SELECT TO BORROW THE \$325? WHY?

Reinforcement Activities:

- (1) Repeat content-development activities using other situations and problems.
- (2) Invite a banker to talk to the class about loans, interest charges, etc.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Level IV)

Ability and Assessment:

62. To predict the consequences of the unwise use of credit.

WHAT IS LIKELY TO HAPPEN IF YOU BORROW MORE MONEY THAN YOU CAN REPAY? WILL YOU BE ABLE TO CHARGE THINGS AT A STORE IN THE FUTURE IF YOU DON'T PAY FOR WHAT YOU HAVE CHARGED? WHAT WILL HAPPEN IF YOU BUY A TELEVISION SET AND CAN'T MAKE THE MONTHLY PAYMENTS?

Content-Development Activities:

(1) Define "credit." Establish reasons for using credit and some abuses of the use of credit.

TOM (SUE), PRETEND THAT YOU HAVE MADE A FAMILY BUDGET. YOUR "TAKE HOME" PAY IS \$250.00 A MONTH. THIS IS YOUR MONTHLY BUDGET:

Housing	\$100.00
Food	80.00
Clothing	25.00
Movies	4.00
Car payment	32.00
Total:	\$241.00

HOW MUCH MONEY DO YOU HAVE LEFT? YES, \$9.00. NOW, SUPPOSE YOU WANT TO BUY A TELEVISION SET. WITH CARRYING CHARGES, YOU WILL HAVE TO PAY \$12.50 A MONTH. ADD \$12.50 TO THE TOTAL \$241.00. CAN YOU AFFORD TO BUY THE TELEVISION SET. WHY? WHAT MIGHT HAPPEN IF YOU BOUGHT THE TELEVISION SET?

(2) WE HAVE TALKED ABOUT WHAT MIGHT HAPPEN IF WE BUY THINGS ON CREDIT. NOW, LET'S DISCUSS SOME THINGS WE SHOULD THINK ABOUT BEFORE WE DECIDE TO USE CREDIT.

Elicit: 1. Do I really need this (furniture) I want to buy on credit?

2. If so, do I need it now?

3. Can I make the payments?

4. Will I pay too much in carrying charge or interest?

5. Is it worth the risk of losing the money I have spent?

6. Am I buying or borrowing from a fair and honest person or dealer?

Copy this list on the board as you elicit responses from the students. Have students copy the list and place in their WORLD OF WORK notebooks.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p26; 4-6	

(Level IV)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
(3) Plan a simulation, using the following situation and roles: <u>Situation:</u> Father has been notified that his car will be repossessed unless he makes the last two payments. <u>Roles:</u> Mother, father, 18-year-old son, 16-year-old daughter. (4) Make a tape of the role-playing part of the simulation. Replay the tape. (5) Permit other class members to play the roles outlined in activity (3) above. TELL ME HOW THE ROLE-PLAYERS SOLVED THE PROBLEMS. List the "solutions" given on the board. DID THE ROLE-PLAYERS SOLVE THE PROBLEM. WHAT WOULD HAPPEN IF THE FATHER COULD NOT GET MONEY TO MAKE THE TWO PAYMENTS? (Elicit: lose the car, the family would not have a car to go places, etc.) <u>Reinforcement Activities:</u> (1) Plan other simulations or simple role-playing activities. (2) Repeat content-development activity (1) using different "take-home" pay and budget amounts. (3) Make up open-ended stories about people using credit unwisely. Ask students to supply the consequences.		p87 p29 p80 p80 p87

(Level IV)

Ability and Assessment:

64. To fill out check forms.

Present the pupil with a facsimile of a familiar check form.

FILL OUT THIS CHECK FOR (dollar amount) TO ME.

Content-Development Activities:

- (1) Use a transparency of an American Express check form. (Refer to Appendix B.) Point to and explain the purpose of each blank space on the form. Then point to each space and ask:

WHAT IS THIS SPACE FOR?

Task Analysis

Process

Cognition

In: visual verbal
Out: vocal verbal
conceptual
recall

- (2) Use the transparency but cover all but the date space. Provide pupils with dittoed check forms.

WRITE THE DATE ON WHICH YOU ARE WRITING THE CHECK (TODAY'S DATE) ON THIS LINE.

- (3) Use the transparency and progressively reveal the rest of the form one line at a time.

WRITE YOUR NAME ON THIS LINE. (Etc.)

- (4) Give each pupil a dittoed check form. Show the completed transparency.

MAKE OUT YOUR CHECK FORM LIKE THIS ONE.

- (5) Give each pupil pieces of paper each of which has something that goes on a check form.

PUT YOUR PIECES OF PAPER TOGETHER SO THAT THEY LOOK LIKE A CHECK.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p26; 4 p27; 7d, 8a, c	p30
	p30
	p30
	p30

(Level IV)

(6) Dictate various amounts and payees for pupils to write checks to.

WRITE A CHECK FOR \$16.50 TO MR. GREEN. USE TODAY'S DATE.

(7) Use the process in activities (1)-(5) above to teach filling out host nation check forms.

Reinforcement Activities:

(1) Bring in some small items to "sell" (e.g., paperback books, pens, etc.). Offer an item for sale.

WRITE ME A CHECK FOR \$1.10 FOR THIS.

(2) Set up a role-playing situation in which one pupil goes to the American Express Bank to write a check to get cash.

(3) Display on a counter or table top pictures of items that the pupils might want to purchase (clothes, cars, tools, etc.). Have a price tag on each picture. Choose one pupil to be the clerk at the counter. Pupils will take turns making "purchases" and paying by check. The checks must be made out properly for the sale to be final.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p31
	p80
	p29

LEVEL V

Ability and Assessment:

3. To apply for a work permit.

HERE IS A WORK PERMIT. FILL IT OUT.

<u>Task Analysis</u>	
<u>Process</u>	<u>Cognition</u>
In: visual verbal	conceptual
Out: motor verbal	recall

Content-Development Activities:

(1) Discuss the purposes of a work permit with the class. Display the necessary forms the student must complete before a work permit may be issued. (Refer to Appendix B, following the WORLD OF WORK subsection.)

(2) Project a work permit form on a transparency. Help the pupil read it.

(3) Duplicate the information on the work permit in two or three parts. Give each pupil a part.

READ WHAT IS ON YOUR SHEET. NOW FILL IT IN WITH THE INFORMATION IT ASKS FOR. IF YOU ARE HAVING TROUBLE, COPY THE WORDS YOU DON'T KNOW.

Allow time for the pupils to study the words.

(4) Play "Word Lotto" (similar to Bingo) with the words on the work permit.

(5) Reassess ability.

Reinforcement Activities:

(1) Repeat content-development activities (1) and (2).

(2) Review the parts of the work permit with the pupils from time to time.

(3) Play games with vocabulary words.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9e, 11, 12	
p28; 18	
	p30
	p63
	p63

(Level V)

Ability and Assessment:5. To participate in a job interview.

WHAT DID YOU SAY AND DO WHEN YOU WERE INTERVIEWED FOR (job name)?

Content-Development Activities:

- (1) Review with the pupil ability #9 content-development activities, Level IV. If he has not had the opportunity to participate in these activities, teach them. If he needs a review only, proceed with the following activities.
- (2) HERE IS A LIST OF THINGS YOU SHOULD REMEMBER WHEN YOU GO FOR AN INTERVIEW. LET'S READ THE LIST TOGETHER: (1) Know the answers on the application form you have completed; (2) Be on time; (3) Be respectful and businesslike; (4) Listen carefully and don't argue, etc., but do ask questions about any parts of the job which do not seem clear to you.
- (3) Have pupils copy the list on the board or transparency and read the list to the group. Discuss.
- (4) Have two pupils role-play participating in an interview. Ask class members to criticize.
- (5) Repeat assessment activity.

Reinforcement Activities:

- (1) Repeat content-development activity (2).
- (2) Tape the "Things to Remember" list in content-development activity (2) when going for an interview. Have pupils play back at the Learning Center.

TEACHER TIPS		
Teaching Resources	Teaching Strategies	
p27; 9e, 11, 12 p28; 18		p30 p80 p29 p46

(Level V)

Ability and Assessment:

11. To evaluate personal behaviors and competencies.

Have each pupil fill out a Work-Study Student Evaluation Form. (Refer to enclosed sample.)

WHICH OF YOUR ABILITIES HELP(S) YOU ON THE JOB?

Ask other questions that appear on the Work-Study Student Evaluation Form.

Content-Development Activities:

- (1) Use a transparency of the work-study evaluation form. (Refer to sample at end of lesson.) Reveal only the heading of each evaluation.

ONE OF THE RATING CATEGORIES ON THIS FORM IS TITLED: MAINTAINS PRODUCTION SCHEDULES. ROGER, WHAT DO YOU THINK THAT MEANS? (Elicit: I finish the job I am told to do on time; I do as much [or more] work as the other workers; etc.)

Write the responses on the transparency in the space below the category heading.

- (2) Provide each pupil with a dittoed copy of the headings only on the form.

WRITE THE THINGS YOU SHOULD DO UNDER THE HEADING, "MAINTAINS PRODUCTION SCHEDULE," ON YOUR COPY OF THE FORM.

- (3) Follow the procedure in activities (1) and (2) for all the evaluation items on the form.

- (4) Role-play an evaluation session.

AL, YOU AND MR. GREEN ARE GOING TO TALK ABOUT HOW YOU'VE BEEN DOING ON THE JOB. I'LL BE MR. GREEN AND YOU TELL ME HOW WELL YOU HAVE BEEN DOING IN EACH OF THE EVALUATION CATEGORIES BY TELLING ME THE THINGS THAT YOU HAVE BEEN DOING ON THE JOB IN EACH CATEGORY.

Note: In your role as Mr. Green ask the pupil to give examples of specific behaviors which pertain to each category.

TEACHER TIPS		
Teaching Resources	Teaching Strategies	
p27: 9b-g, 11-14		
p28: 17, 20, 21, 25		
		p30
		p80

(Level V)

(5) Present the completed Work-Study Student Evaluation Form. Have pupils compare it with their forms.

Reinforcement Activities:

- (1) Have each work-study student rate himself weekly on the evaluation items on the work-study form.
- (2) Discuss other methods used to evaluate job performance, such as informal talks, sales graphs, etc.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Level VI)

Sample

WORK-STUDY STUDENT EVALUATION FORM

NAME _____ SCHOOL _____

Rate yourself on each of these items:

EXCELLENT

GOOD

AVERAGE

NEED TO IMPROVE

BELOW AVERAGE

APPEARANCE

My clothes are clean when I go to work.

My body is well-groomed.

I wear appropriate clothes.

ATTENDANCE

I am seldom absent from the job.

My absences can be explained on the basis

of illness or emergency.

PUNCTUALITY

I arrive on the job on time.

I obey rules about coffee and lunch breaks.

I stay on the job until the end of the

work day.

ATTITUDE

I am pleasant when working.

I accept criticism.

I control my temper.

I practice good manners.

I am willing to do more than asked.

DEPENDABILITY

I complete work that I begin.

I always do what I say I will.

FOLLOWS DIRECTIONS

I do as I am told without asking unnecessary

questions.

MAINTAINS PRODUCTION SCHEDULES

I finish the established or specified amount

of work on time.

I do as much or more work than the other workers.

ACCURACY

The work I do is correct most of the time.

I don't make many mistakes.

TAKES CARE OF TOOLS

I clean tools after use and return them to

proper storage area.

I use tools as instructed to use them.

RULES OF COMPANY

I obey the rules of the job and the plant.

CAN WORK BY HIMSELF

I do not need to be watched to do a good job.

I can do my job alone.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Level V)

Ability and Assessment:12. To alter own behavior on the basis of employer's evaluation of job performance.

Use the completed Supervisor's Evaluation Report. (Refer to Appendix B.)

DOUGLAS, TWO WEEKS AGO YOU AND MR. GREEN (the work-study coordinator) TALKED ABOUT THE WAYS IN WHICH YOU COULD IMPROVE YOUR WORK. WHAT HAVE YOU DONE DIFFERENTLY SINCE YOUR TALK WITH MR. GREEN? WHAT DIFFICULTY DID YOU HAVE CHANGING?

Content-Development Activities:

- (1) Use a copy of the actual evaluation done on a pupil by the work-study coordinator. Show the pupil the evaluation form.

DOUGLAS, READ WHAT YOUR RATINGS ARE. TELL ME THE BEHAVIORS THAT NEED CHANGING. (Refer to Supervisor's Evaluation Form in Appendix B, which follows the WORLD OF WORK subsection.)

Task Analysis	
Process	Cognition
In: visual verbal	conceptual
Out: vocal verbal	awareness

- (2) Using the behaviors chosen in activity (1), say:

TELL ME THE THINGS THAT YOU CAN DO TO CHANGE YOUR BEHAVIOR.

- (3) Have work-study pupils make a list titled "Reminders" from the Supervisor's Evaluation Form. Ask the student to refer to them from time to time.

Reinforcement Activities:

- (1) At the end of the first week have the pupil make his own list of behaviors that he is working on and the new ways he has attempted to improve his behavior on the job.

- (2) Have frequent conferences with each pupil to discuss problems that he/she may be having on the job. If possible, visit the places where the pupils are working to observe the work being done and to encourage pupils to improve. Hold a conference with the employer and pupil, if necessary.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27: 9f, 13, 14 p28: 17,20 21,25	

(Level V)

Ability and Assessment:

13. To state reasons why people lose jobs.

TELL ME SOME REASONS A PERSON MIGHT LOSE A JOB.

Content-Development Activities:

(1) Tell the following story:

Jennifer had a job putting toy cars together. The work began at 8:00. Jennifer liked to sleep late. For the first two weeks Jennifer arrived between 8:30 and 9:00 every morning. At the end of the second week the boss told Jennifer that she could not work there anymore.

WHY DID JENNIFER LOSE HER JOB?

(2) Tell the following story:

Tom worked as a stock boy at the PX. His boss told him to put all the groceries in specific places. Tom decided to put all the groceries with green labels together, all the groceries with red labels together, and all the groceries with yellow labels together. He did not put any other groceries on the shelves. When Tom's boss saw the work that Tom had done, he told him that he could not work there anymore.

WHY DID TOM LOSE HIS JOB?

(3) Show a picture of several workers on an assembly line or at similar work stations. All the workers except one are busy. Point to that one:

IF YOU WERE THE BOSS WOULD YOU LET THIS PERSON KEEP HIS JOB? WHY? ARE THERE EVER GOOD REASONS FOR LOSING OR QUITTING A JOB? WHY?

(4) Role-play a worker and supervisor on the job.

Script: Supervisor: Bill, pick up that tool you dropped.

Bill: Pick it up yourself.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9f, 13, 14	
p28; 17,25	
	p29
	p80

(Level V)

Supervisor: Bill, go get your check and don't come back to work here.

Question to class: WHAT DID BILL DO THAT CAUSED HIM TO LOSE HIS JOB?

(5) LET'S TALK ABOUT OTHER REASONS FOR LOSING A JOB.

Elicit: being careless, can't follow rules, troublemaker, can't be depended upon, etc.

Have pupils who have lost jobs review the Work-Study Student Evaluation and the Supervisor's Evaluation Report.

Reinforcement Activities:

- (1) Plan "rap" sessions for those work-study students who have lost their jobs or who, in your judgement, may lose their jobs. Include students who are doing well on the job.
- (2) Have students review the evaluation forms at frequent intervals.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9f, 13, 14 p28; 17, 25	

WORLD OF WORKNOTES

Appendix A

JOB TRAINING CENTERS AND AREAS OF SKILL TRAINING

The World of Work program for special education students at Levels IV and V should provide resources, personnel, facilities, materials and equipment for students to develop those skills required for the work-study program. The ultimate goal is full-time employment in the community. The job training skill centers listed below are suggested areas that can be integrated with the school program and that can be extended toward providing training in the military community.

General Job Training Skill Areas

- | | |
|--------------------------------------|-----------------------|
| 1. Housekeeping | 8. School Maintenance |
| 2. Supply Room | 9. PX--Commissary |
| 3. Laundry | 10. Messenger Service |
| 4. Food Services | 11. Teacher Assistant |
| 5. Service Station and/or Motor Pool | 12. Office |
| 6. Hospital | 13. Library |
| 7. Laboratory | 14. Other |

The term "center" does not imply a separate building or shop, but a focal point for planning and coordinating jobs. "Center" also refers to a general area of training in which specific skills developed in one center can be applied to different job classifications. For example, in the job training centers which follow, the skills learned in the housekeeping and laundry centers are interrelated, yet require different job classifications. If the student has received training in several skill centers, his chances for employment are greater than those of a student waiting for a work-study assignment to receive training in a specific area.

(World of work)

NOTES

If the General Aptitude Test Battery (GATB) has been released for USDESEA's use, these 8 paper-pencil and 4 apparatus tests can be used by appropriate personnel who are primarily concerned with directing students into jobs most suitable for them.

If these tests are selected for special education minors, the students should be reasonably well prepared by engaging in activities similar to those contained in the GATB.

The following Job Training Centers and Areas of Skill Training list contains suggestions for an analysis of the specific skills needed in each general job-center category.

JOB TRAINING CENTERS AND AREAS OF SKILL TRAINING

Housekeeping Skills Center

Care for clothes

Prepare meals

Serve meals

Clean rooms

Sort clothes for laundry

Operate washers and dryers

Perform minor household repairs

Care for child or infant

Perform routine housekeeping maintenance tasks

Supply Room Skills Center

Receive and unpack material

Sort supplies

Seal envelopes

Get receipt for delivered stock

Distribute supplies

Label materials and supplies

Laundry Skills Center

Sort clothes

Wrap bundles

Operate washers

(World of work)

NOTES

Operate dryers	Change tires
Operate pressing machine	Operate pneumatic hoist
Fill out order forms	Wash windshields
Make labels	Take phone messages
<u>Food Services Skills Center</u>	<u>Hospital Skills Center</u>
Stack trays	Make beds
Sort eating utensils	Operate an autoclave
Clean tables	Bathe patients
Mop floors	Package sterile instruments
Make salads	Assist in patient feeding
Serve	Assist nursery school teacher
Label supplies	<u>Laboratory Skills Center</u>
Organize supplies	Wash glassware
<u>Service Station and/or Motor Pool Skills Center</u>	Clean and store instruments
Operate gas pump	Clean counter tops
Clean up station	Sort equipment
Wash cars	Prepare solutions
Organize supplies	Deliver samples

(World of work)

NOTES

Weigh and package portions of dry chemicals	Read simple materials
Measure and bottle portions of liquid chemicals	Plan delivery routes
<u>School Maintenance Skills Center</u>	Run errands
Sweep floors	Make local deliveries on foot or by bus
Mop floors	<u>Teacher Assistant Skills Center</u>
Clean carpets	Operate and care for audio-visual equipment
Empty waste receptacles	Deliver messages
Clean glass surfaces	Sort materials and supplies
Store cleaning supplies	Staple papers
Prepare cleaning solutions	Clean up
<u>PX--Commissary Skills Center</u>	<u>Office Skills Center</u>
Sort merchandise	Stuff and seal envelopes
Stamp prices on merchandise	Sort cards and papers
Bag purchases	Staple papers
Take packages to customers' cars	Operate duplicator
Stock shelves	Fold, punch and cut paper
<u>Messenger Service Skills Center</u>	Type envelopes
Deliver messages	File

(World of work)

NOTES

Library Skills Center

Stamp books with numbers

Check out books

Sort books

Shelve books

Inspect and repair books

File cards

APPENDIX B

SAMPLE FORMS

	<u>Page</u>
Work-Study Supervisor's (Employer's) Evaluation Report	W 126
Application for Employment	W 127
Application for a Social Security Number	W 128
Withholding Exemption Certificate	W 131
Teacher Evaluation of Student	W 133
Work-Study Student Evaluation	W 134
Work-Study Student Pay-Time Record	W 135
Check Form	W 136

Sample*
WORK-STUDY
SUPERVISOR'S (EMPLOYER'S)
EVALUATION REPORT

STUDENT'S
NAME _____
SCHOOL _____
ADDRESS _____
PHONE _____
SOCIAL SECURITY
NUMBER _____

Please rate this student from 1 to 5
on each of the items that apply:

5-EXCELLENT
4-GOOD
3-AVERAGE
2-NEEDS TO IMPROVE
1-BELOW AVERAGE

JOB _____
FIRM NAME _____
ADDRESS _____
CONTACT
PERSON _____

EVALUATION	3rd week	6th week	9th week	18th week	REMARKS
APPEARANCE					
ATTENDANCE					
PUNCTUALITY					
ATTITUDE					
DEPENDABILITY					
FOLLOWS DIRECTIONS					
MAINTAINS PRODUCTION SCHEDULES					
ACCURACY					
DOES MORE THAN ASKED					
TAKES CARE OF TOOLS					
RULES OF COMPANY					
CAN WORK BY HIMSELF					
TOTAL SCORE					

SUPERVISOR'S OR EMPLOYER'S SIGNATURE _____

WORK-STUDY COORDINATOR'S
SIGNATURE _____

*Adapted from Work-Study Handbook, California State Department of Education,
Wilson, Riles - Superintendent of Public Instruction, Sacramento, 1971.

Sample

APPLICATION FOR EMPLOYMENT
Part-Time/Hourly-paid US Personnel Program

Tchr. Guide for Exceptional Child., Part III, June 1973

1. NAME (Print full name): _____
(Last) (First) (Middle)

☐ Male

☐ Female

2. PRESENT MAILING ADDRESS: _____

3. DATE OF BIRTH: _____ PLACE: _____
(Day/Month/Year) City State

4. PERMANENT STATESIDE ADDRESS: _____ STREET: _____
CITY: _____ STATE: _____

5. CITIZENSHIP: _____ MARITAL STATUS: _____
(Single, Married, Divorced, Widowed,
Separated)

ID CARD NO.: _____ PASSPORT NO.: _____

6. TYPE OF JOB YOU SEEK (Indicate in order of preference):

a. _____ c. _____

b. _____ d. _____

7. WHEN WILL YOU BE AVAILABLE FOR WORK? (Date): _____

8. SOCIAL SECURITY NUMBER: _____

9. PREVIOUS EMPLOYMENT (List latest employment first):

a. FROM: _____ TO: _____

b. EXACT TITLE OF YOUR JOB: _____

c. NAME OF EMPLOYER: _____

d. ADDRESS OF EMPLOYER: _____

a. FROM: _____ TO: _____

b. EXACT TITLE OF YOUR JOB: _____

c. NAME OF EMPLOYER: _____

d. ADDRESS OF EMPLOYER: _____

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- a. FROM: _____ TO: _____
- b. EXACT TITLE OF YOUR JOB: _____
- c. NAME OF EMPLOYER: _____
- d. ADDRESS OF EMPLOYER: _____

10. CLASS SCHEDULE:

1. _____	Room	5. _____	Room
2. _____	"	6. _____	"
3. _____	"		
4. _____	"		

11. SPONSOR'S NAME: _____ RANK: _____
- ORGANIZATION: _____ APO NO.: _____
- PRESENT ADDRESS: _____
- HOME PHONE NO.: _____ OFFICE PHONE NO.: _____
- _____ Date _____ Signature of Sponsor

12. APPROVAL OF SCHOOL PRINCIPAL (if required):

_____ Date _____ Signature of School Principal

_____ Signature of Applicant

Sample

APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form is CONFIDENTIAL

Do Not Write In The Above Space

See Instructions on Back.

Print in Black or Dark Blue Ink or Use Typewriter

1. Print FULL NAME
YOU WILL USE IN WORK
OR BUSINESS

(First Name)

(Middle Name or Initial--if none, draw line)

(Last Name)

2. Print FULL
NAME GIVEN
YOU AT BIRTHYOUR
DATE OF
BIRTH

(Month) (Day) (Year)

3. PLACE
OF
BIRTH

(City)

(County if known)

(State)

YOUR PRESENT AGE
7. (Age on last birthday)

4. MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

YOUR SEX
8. Male ☐ Female ☐

5. FATHER'S FULL NAME (Regardless of whether living or dead)

YOUR COLOR OR RACE
9. White ☐ Negro ☐ Other ☐10. HAVE YOU EVER BEFORE APPLIED
FOR OR HAD A SOCIAL SECURITY,
RAILROAD, OR TAX ACCOUNT NUMBER?No ☐ Know ☐ Don't
Know ☐(If "YES" Print STATE in which you applied and DATE you applied and
SOCIAL SECURITY NUMBER if known)11. YOUR
MAILING
ADDRESS

(Number and Street, Apt. No., P.O. Box, or Rural Route)

(City)

(State)

(Zip Code)

12. TODAY'S DATE

TELEPHONE NUMBER

Sign YOUR NAME HERE (Do Not Print)

13.

14.

Treasury Department Internal Revenue Service

Return completed application to nearest Social Security Administration Office

HAVE YOU COMPLETED ALL 14 ITEMS?

(Reverse Side of Application for a Social Security Number)

INSTRUCTIONS

One Number is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1. Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.
3. If not born in the USA, enter the name of the country in which you were born.
5. If a stepfather, adopting father, or foster father is shown, include the relationship after name; for example, "John H. Jones, stepfather."
10. If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.
11. If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.
14. Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, "John Smith, father.")

For District Office Use

For Bureau of Data Processing and
Accounts Use

Sample

FORM W-4E Department of the Treasury Internal Revenue Service		WITHHOLDING EXEMPTION CERTIFICATE (For use by employees who anticipate no tax liability for 19__.)		19__ [year]
Type or print full name		Social Security Number		Expiration date (see instructions and enter date)
Home address (Number and Street)				
City, State and ZIP Code				
Employee.--File this certificate with your employer. Otherwise he must withhold Federal income tax from your wages.		Employee's certification.--Under penalties of perjury, I certify that I incurred no liability for Federal income tax for 19__ and that I anticipate that I will incur no liability for Federal income tax for 19__.		
Employer.--Keep this certificate with your records. This certificate may be used instead of Form W-4 by those employees qualified to claim the exemption.		_____ (Signature)		
		_____ (Date)		

*For employees who anticipate a tax liability, use the latest revision of the FORM W-4.

(Reverse Side of Employee's Withholding Exemption Certificate)

INSTRUCTIONS

WHO MAY CLAIM EXEMPTION FROM WITHHOLDING OF INCOME TAX.--You may be entitled to claim exemption from withholding of Federal income tax if you incurred no liability for income tax for 19__ and you anticipate that you will incur no liability for income tax for 19__. For this purpose, you incur tax liability if your joint or separate return shows tax before the allowance of any credit for income tax withheld. If you claim this exemption, your employer will not withhold Federal income tax from your wages. However, this certificate does not affect liability for the Social Security Tax imposed by the Federal Insurance Contributions Act.

WHEN TO CLAIM EXEMPTION.--File this certificate with your employer as soon as you determine you are entitled to claim the exemption. You must file a new certificate each year if you wish to continue to claim the exemption.

MULTIPLE EMPLOYERS.--If you are employed by more than one employer, you may claim the exemption from withholding with each employer, provided that the total of your anticipated income will not cause you to incur any liability for Federal income tax for 19__ and you incurred no liability for Federal income tax for 19__.

WHEN YOU MUST REVOKE THIS EXEMPTION.--You must revoke this exemption certificate: (1) within 10 days from the day you anticipate you will incur Federal income tax liability for

19__ or (2) on or before December 1, 19__, if you anticipate you will incur Federal income tax liability for 19__ (if a fiscal year taxpayer, within 10 days after you so anticipate or by the first day of the last month of your current taxable year, whichever is later).

If you want to discontinue or are required to revoke this exemption, you must file a new Employee's Withholding Exemption Certificate (Form W-4) with your employer.

EXPIRATION DATE OF EXEMPTION.--This certificate will expire on April 30, 19__. If you file your income tax return on a fiscal year basis, it will expire on the last day of the fourth month following the close of your taxable year.

LIABILITY FOR ESTIMATED TAX.--If your employer does not withhold income tax from your wages and you incur income tax liability, you may be required to pay estimated tax and be subject to the penalty if it is not paid.

REQUIREMENTS FOR FILING FORM 1040.--Generally, you will be required to file an income tax return if: (1) you are a single person and your gross income for the year is \$1,700 or more, or (2) you are a married person and your gross income combined with the gross income of your spouse for the year is \$2,300 or more and you are entitled to file a joint return.

Sample

TEACHER EVALUATION OF STUDENT FORM

NAME _____ TEACHER _____ SCHOOL _____
LEVEL (Primary)(Intermediate)(Junior High) or (Senior High)

the student from 1 - 4 on each of the items that apply.

4. Good
3. Satisfactory
2. Needs reinforcement
1. Does not possess the skill

Evaluation	1st 3 mo.	2nd 3 mo.	3rd 3 mo.	Remarks
Is punctual				
Is clean (most of the time)				
Gets along with others				
Accepts criticism				
Controls temper				
Is dependable				
Accepts responsibility				
Follows directions				
Takes care of materials, tools, etc.				
Abides by rules				
Can work independently				
Knows job-related vocabulary				

NOTE: Plan activities that will reinforce or teach the skills with "1" and "2" ratings.

Sample

WORK-STUDY STUDENT EVALUATION FORM

NAME _____ SCHOOL _____

Rate yourself on each of these items:

EXCELLENT

GOOD

AVERAGE

NEED TO IMPROVE

BELOW AVERAGE

APPEARANCE

My clothes are clean when I go to work.

My body is well-groomed.

I wear appropriate clothes.

ATTENDANCE

I am seldom absent from the job.

My absences can be explained on the basis of illness or emergency.

PUNCTUALITY

I arrive on the job on time.

I obey rules about coffee and lunch breaks.

I stay on the job until the end of the work day.

ATTITUDE

I am pleasant when working.

I accept criticism.

I control my temper.

I practice good manners.

I am willing to do more than asked.

DEPENDABILITY

I complete work that I begin.

I always do what I say I will.

FOLLOWS DIRECTIONS

I do as I am told without asking unnecessary questions.

MAINTAINS PRODUCTION SCHEDULES

I finish the established or specified amount of work on time.

I do as much or more work than the other workers.

ACCURACY

The work I do is correct most of the time.

I don't make many mistakes.

TAKES CARE OF TOOLS

I clean tools after use and return them to proper storage area.

I use tools as instructed to use them.

RULES OF COMPANY

I obey the rules of the job and the plant.

CAN WORK BY HIMSELF

I do not need to be watched to do a good job.

I can do my job alone.

Sample

Work-Study Student Pay-Time Record

NAME _____ SCHOOL _____

WORK LOCATION _____

Day	Date	Time-In	Time-Out	Hours Worked	Hourly Rate	Total
MONDAY	Nov. 2	10:30	12:00	1 1/2	\$1.00	\$1.50
TUESDAY	Nov. 3	10:30	12:00	1 1/2	1.00	1.50
WEDNESDAY	Nov. 4	12:00	2:00	2	1.00	2.00
THURSDAY	Nov. 5	10:00	11:00	1	1.00	1.00
FRIDAY	Nov. 6	10:00	11:00	1	1.00	1.00
SATURDAY	Nov. 7	8:00	12:00	4	1.00	4.00
MONDAY	Nov. 9	10:30	12:00	1 1/2	1.00	1.50
TUESDAY	Nov. 10	—	—	—	—	—
WEDNESDAY	Nov. 11	10:30	12:00	1 1/2	1.00	1.50
THURSDAY	Nov. 12	12:00	1:00	1	1.00	1.00
FRIDAY	Nov. 13	10:00	11:00	1	1.00	1.00
SATURDAY	Nov. 14	8:00	12:00	4	1.00	4.00

Total Hours 20

Total Pay \$20.00

Checked by employer or
other designated personnel

Signature _____

CHECK FORM
SAMPLE

AMERICAN EXPRESS American Express International Banking Corporation _____ 197 ____ No392282 Military Banking Division Karlsruhe, Germany	
$\frac{1-2}{210}$	
PAY TO THE ORDER OF _____ \$ _____	
_____ DOLLARS	
If presented in the United States this check is payable at par through the New York Clearing House at American Express International Banking Corporation New York Agency, N.Y. New York. If presented outside the United States, this check may be presented for payment to American Express International Banking Corporation at Frankfurt/Main, Germany.	
FAC 1016.....DO NOT WRITE OR STAMP IN THE SPACE BELOW.....	
""84910482033"" ':0210""0002': 910""3""000858""	

PARTS OF CHECK FORM*

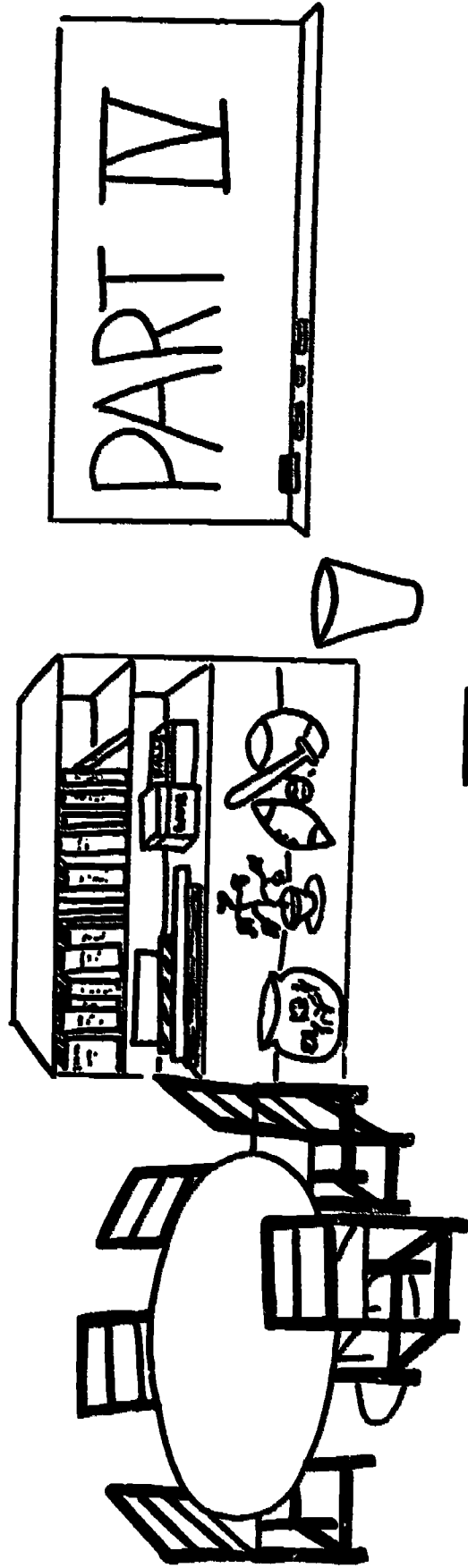
AMERICAN EXPRESS American Express International Banking Corporation Military Banking Division Karlsruhe, Germany	_____ 197 ____ No392282
PAY TO THE ORDER OF _____ \$ _____	
_____ DOLLARS If presented in the United States this check is payable at par through the New York Clearing House at American Express International Banking Corporation New York Agency, N.Y. New York. If presented outside the United States, this check may be presented for payment to American Express International Banking Corporation at Frankfurt/Main, Germany.	
_____ SIGNATURE	
FAC 1016DO NOT WRITE OR STAMP IN THE SPACE BELOW.....	
""84910482033"" ':0210""0002': 910""3""000858""	

*NOTE: The check is divided into parts for teaching vocabulary and form.

(World of work)

REFERENCES

- Educable mentally retarded curriculum guide for teachers. 3323 Belvedere Road, West Palm Beach, Florida, 1969.
- Home economics curriculum guide. USDESEA, August. 1971. (Draft.)
- Meyen, E.L., & Carr, D.L. Homemaking for the educable mentally retarded girl: In-service training materials for teachers. ERIC Report, U.S. Department of Health, Education, and Welfare, Office of Education, Educational Resources Information Center, Washington, D.C. 20202, 1967.
- Rindall, F. Getting a job. Fearon Publishers, 2165 Park Boulevard, Palo Alto, Calif. 94306, 1966.
- Responsibility. Elwyn Educational Materials Center, Elwyn Institute, Elwyn, Pa., 1963.
- The slow-learning program in the elementary and secondary school. Curriculum Bulletin no. 119, Cincinnati Board of Education, Cincinnati, Ohio, 1964.
- Vocational education. Special Education Institute for Teachers of Home Economics and Educable Mentally Retarded, Division of Vocational Education, Michigan Department of Education, Lansing, Mich., 1970.
- Vocational preparation. A Cooperative Program Involving the Iowa State Department of Public Instruction and the University of Iowa, Cedar Rapids, Iowa, 1970.
- Work-study handbook for educable mentally retarded minors in high school programs in California public schools. Division of Special Education, California State Department of Education, Sacramento, Calif., 1971.



Teaching Resources and Teaching Strategies

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PART IV

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TEACHING RESOURCES AND TEACHING STRATEGIES

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INTRODUCTION

Part IV of the guide is designed to provide instructional resources and strategies to assist the teacher in planning and implementing the instructional program.

Teaching Resources include recommended materials, basic texts, teacher manuals, kits, etc. The title of the resource is given in the left column. The second column refers to the USDESEA Manual 700-10 listing. Under this listing are two entries: the first indicates the catalog numbers of materials listed in the 1972 catalog; the second refers to new materials, texts, etc., recommended for inclusion in the 1973 catalog. The last column, headed "Other Source," lists the publisher, address, catalog number, and price of resources that teachers may use to obtain additional instructional materials.

Teaching Strategies provide suggestions to teachers for planning and teaching the assessment, content-development, and reinforcement activities. For example, Learning Center activities provide meaningful learning experiences for the majority of the class members while the teacher works with small groups or individuals.

The page numbers listed in the columns headed "Teaching Resources" and "Teaching Strategies" at the right of each page in Parts I, II, and III refer to the corresponding numerals in this section (Part IV). For example, on page M 3 (Part II) beside the ability, you will find this entry: p12; 11. This entry refers the teacher to the entry in this section (Part IV) on page 12: item 11--i.e., the book Big and Little, Up and Down.

Teachers may use the columns headed "Teacher Tips" to record other references which they have found to be helpful in planning and teaching the various activities.

Tchr. Guide for Exceptional Child., Part IV, June 1973

USDESEA Pam 352-623

TEACHING RESOURCES FOR READING

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No.</u>	<u>Other Source</u>
1. Bank Street Readers, 1972 edition (Macmillan)		
a. Reading charts for <u>In the city, People read, Around the city</u>	X	
b. Reading charts for <u>Uptown, downtown</u>	X	
c. Reading charts for <u>My city</u>	X	
d. Reading charts for <u>Green light</u>	X	
e. Teacher's guide to <u>readiness, experience, and preprimers</u>	X	
f. <u>Readiness skills practice book</u>	X	
g. <u>In the city, level 1</u>	X	
h. <u>People read, level 2</u>	X	
i. <u>In the city: Skills practice book</u>	X	
j. <u>Teacher's annotated edition</u>	X	
k. <u>People read: Skills practice book</u>	X	
l. <u>Teacher's annotated edition</u>	X	
m. <u>In the city: Unit readers</u>	X	
n. <u>Run and play</u>	X	
o. <u>Boys and girls work</u>	X	
p. <u>People read: Unit readers</u>	X	
q. <u>The party book</u>	X	
r. <u>The monkey</u>	X	
s. <u>Around the city: Primer, level 3</u>	X	
t. <u>Teacher's annotated edition and guide</u>	X	
u. <u>Skills practice book</u>	X	
v. <u>Teacher's annotated edition</u>	X	
w. <u>The Ben book: Unit readers</u>	X	
x. <u>The Carmen book</u>	X	
y. <u>The Henry, Henry book</u>	X	
z. <u>The Victor book</u>	X	
aa. <u>Uptown, downtown: First reader, level 4</u>	X	
bb. <u>Teacher's annotated edition</u>	X	
cc. <u>Skills practice book</u>	X	

Teacher's Guide for Exceptional Child., Part IV, June 1973

USDESEA Manual No. 700-10:
1972 Catalog No. (1973)

Other Source

Title of Material

17. Bank Street Readers (cont'd)

- Teacher's annotated edition
The Rosa book: Unit reader
The silly book: Unit reader
All by myself: Unit reader
The birthday book: Unit reader
My city: Second reader, level 5
Teacher's annotated edition
Skills practice book
Teacher's annotated edition
Cats, dogs, and other animals: Unit reader
The Jack book: Unit reader
The country and city book: Unit reader
Silly Jean and other stories: Unit reader
Green light, go: Secondary reader, level 6
Teacher's annotated edition
Skills practice book
City sidewalks: Third reader, level 7
Teacher's annotated edition
Skills practice book
Round the corner: Third reader, level 8
Teacher's annotated edition
Skills practice book

2. Cowboy Sam and the rodeo (Chandler/Beckley-Cordy)
3. The First Talking Alphabet, part 1 (Scott Foresman)
4. Perceptual-Motor Teaching Materials, Erie Program (Teaching Resources)
5. Visual experiences for creative growth (Black/Merrill)
6. Merrill Linguistic Readers (Fries/Merrill)

- a. My alphabet book, #1300
b. Reader 1, #1321

XX

EX 0451 0089 001

NX 0451 0173 003

EX 0451 0258 003

NX 0451 0280 003

EX 0451 0300 001
EX 0451 0301 001

Title of Material

USDESEA Manual No. 700-10:
1972 Catalog No. (1973)

Other Source

6. Merrill Linguistic Readers (cont'd)

c. <u>Skills book, #1331</u>	EX 0451 0302 001
d. <u>Teacher's edition, #1341</u>	EX 0451 0303 001
e. <u>Reader 2, #1322</u>	EX 0451 0304 001
f. <u>Skills book, #1332</u>	EX 0451 0305 001
g. <u>Teacher's edition, #1342</u>	EX 0451 0306 001
h. <u>Reader 3, #1323</u>	EX 0451 0307 001
i. <u>Skills book, #1333</u>	EX 0451 0308 001
j. <u>Teacher's edition, #1343</u>	EX 0451 0309 001
k. <u>Reader 4, #1324</u>	EX 0451 0310 001
l. <u>Skills book, #1334</u>	EX 0451 0311 001
m. <u>Teacher's edition, #1344</u>	EX 0451 0312 001
n. <u>Reader 5, #1325</u>	EX 0451 0313 001
o. <u>Skills book, #1335</u>	EX 0451 0314 001
p. <u>Teacher's edition, #1345</u>	EX 0451 0315 001
q. <u>Reader 6, #1326</u>	EX 0451 0316 001
r. <u>Skills book, #1336</u>	EX 0451 0317 001
s. <u>Teacher's edition, #1346</u>	EX 0451 0318 001
t. <u>Alphabet cards, #1380</u>	NX 0451 0320 003
u. <u>Alphabet cards, #1381</u>	EX 0451 0321 001
v. <u>Alphabet Mastery Test, #1388</u>	EX 0451 0322 001
w. <u>Classroom Practice Kit, #1389</u>	EX 0451 0323 001

7. The Refresher Program of the Merrill Linguistic Readers
(Fries/Merrill)

a. <u>Book A, #1351</u>	NX 0451 0324 003
b. <u>Book B, #1352</u>	NX 0451 0325 003
c. <u>Book C, #1353</u>	NX 0451 0326 003
d. <u>Book D, #1354</u>	NX 0451 0327 003
e. <u>Teacher's guide, #1391</u>	NX 0451 0328 003
8. Merrill Linguistic Readers Literature Appreciation Kit, #1393 (Fries/Merrill)	NX 0451 0329 003

Tchr. Guide for Exceptional Child., Part IV, June 1973

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No.</u>	<u>Other Source</u>
9. Childhood of Famous American Series-- 62 different books (Bobbs-Merrill)		
10. Phonics Practice Program (Durrell/Harcourt, Brace, Javanovich)		
11. <u>Newhall guide</u> , rev. ed. (McHugh/ JS2)	NX 0120 9701 003 through NX 0120 9764 003	X X JS2 Publishers, Inc. 25377 Huntwood Ave. Hayward, CA 94544 Cat. no.: none. Price: \$5.50
12. Turner-Livinston Reading Series (Follett Ed. Corp.)		
a. <u>The money you spend</u>		X
b. <u>The town you live in</u>		X
c. <u>The jobs you get</u>		X
d. <u>The person you are</u>		X
e. <u>The friends you make</u>		X
f. <u>The family you belong to</u>		X
g. <u>Teacher's guide</u>		X
13. Reader's Digest Skill Builders, Intermediate Kit (Reader's Digest Services)		X
14. <u>Baseball bonus kid</u> (Gelman/Doubleday)		X
15. <u>Pro football rookie</u> (Doubleday)		X
16. <u>Football fury</u> (Gelman/Doubleday)		X
17. <u>Fastball pitcher</u> (Heavilin/Doubleday)		X
18. <u>Two girls in New York</u> (Laklan/Doubleday)		X
19. <u>Nodeo round-up</u> (Frankel/Doubleday)		X

<u>Title of Material</u>	<u>USDESEA Material No. 700-10: 1972 Catalog No. (1973)</u>	<u>Other Source</u>
20. The Checkered Flag Series (Benefic)		
a. <u>Wheels</u>	X	
b. <u>Bearcat</u>	X	
c. <u>Smash-up</u>	X	
21. <u>Auditory perception</u> (Oakland/Special Child Pub.)	NX 0451 0346 003	
22. Ruth Cheeves Program (Teaching Resources)	X	
23. <u>Speech-to-Print Phonics Kit</u> (Durrell/Harcourt, Brace, Javanovich)	NX 0120 9401 003	
24. <u>The first talking story book box</u> (Pyle/Scott Foresman)	NX 0451 0171 003	
25. <u>Talkstarters--TM, at the store</u> (Scott Foresman)	NX 0451 0175 003	
26. <u>Talkstarters--TM, at the zoo</u> (Scott Foresman)	NX 0451 0176 003	
27. <u>Frostig Developmental Test of Visual Perception</u> (Follett Ed. Corp.)		
a. <u>Teacher's introduction</u>	X	
b. <u>Student book, beginning</u>	X	
c. <u>Teacher's guide, beginning</u>	X	
d. <u>Student book, intermediate</u>	X	
e. <u>Teacher's guide, intermediate</u>	X	
f. <u>Student book, advanced</u>	X	
g. <u>Teacher's guide, advanced</u>	X	
28. <u>Peapody Language Development Kit</u> (American Guidance Service)		
a. <u>Level P, #C-301</u>	NX 0455 0623 003	
b. <u>Level I, #C-311</u>	NX 0455 0620 003	

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No. (1973)</u>	<u>Other Source</u>
28. Peabody Language Development Kit (cont'd)		
c. Level 2, #C-321	NX 0455 0621 003	
d. <u>Level 3, #C-331</u>	NX 0455 0622 003	
29. Michigan Language Program (Smith/Learning Research)		
a. Reading script book (teacher's manual), L20328		X
b. <u>Reading letters 1, L20301</u>		X
c. <u>Reading letters 2, L20302</u>		X
d. <u>Reading letters 3, L20303</u>		X
e. <u>Reading letters 4, L20304</u>		X
f. <u>Reading letters 5, L20305</u>		X
g. <u>Word attack and comprehension, L20325</u>		X
h. <u>Word attack and comprehension (script book), L20329</u>		X
i. <u>Our country (Open Court)</u>		X
31. Mirror, wall, large with frame	NX 0432 0001 003	
32. <u>Physical activities for the mentally retarded (American Association for Health, Physical Education, & Recreation)</u>	NX 0451 0346 003	
33. Auditory Discrimination in Depth Program (Teaching Resources)	NX 0455 0339 003	
34. <u>Educational rhythmic for mentally retarded and physically retarded handicapped children (Robbins/ Association Press)</u>		X
35. PREB: Pupil Record of Educational Behavior (Teaching Resources)		X
36. Balance beam #S-72	NX 0001 1016 003	
37. Dubnoff School Program 1 (Teaching Resources)		X
38. <u>Mr. Tall and Mr. Small (Brenner/W.R. Scott)</u>		X

USDESEA Manual No. 760-10:
1972 Catalog No. (1973)

Title of Material

39. Movement patterns and motor education (Godfrey/Appleton-Century-Crofts)

Other Source

Appleton-Century-Crofts
Education Division, Meredith Corp.
440 Park Ave., S.
New York, NY 10016
Cat. no.: E-36835-0. Price: \$9.95

40. Active learning games to enhance academic abilities
(Cratty/Prentice-Hall)

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632
Cat. no.: none. Price: \$6.95 (ref.ed.)

41. Movement exploration and games for mentally retarded
(Hockett/Peek)

Education Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Cat. no.: none. Price: \$2.95

42. RESCUE: Remedial reading techniques, suggestions, activities
(Hall, Educational Service)

The Hubbard Co.
P.O. Drawer 100
Defiance, OH 43512
Cat. no.: none. Price: \$4.60

43. LAUNCH: Preschool and kindergarten games, ideas, and
independent activities (Platts, Educational Service)

The Hubbard Co.
P.O. Drawer 100
Defiance, OH 43512
Cat. no.: none. Price: \$4.60

44. SPICE: Primary language arts games, activities, projects
(Marguerite/Educational Service)

The Hubbard Co.
P.O. Drawer 100
Defiance, OH 43512
Cat. no.: none. Price: \$4.60

45. ANCHOR: Intermediate language arts games, activities, projects
(Platts/Educational Service)

The Hubbard Co.
P.O. Drawer 100
Defiance, OH 43512
Cat. no.: none. Price: \$4.60

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No. (1973)</u>	<u>Other Source</u>
46. <u>ACTION: Physical education games, stunts, activities (Roy/ Educational Service)</u>		The Hubbard Co. P.O. Drawer 100 Defiance, OH 43512 Cat. no.: none. Price: \$4.60
47. <u>The scrapbook (Banet/Friends of Perry Nursery School)</u>		Friends of Perry Nursery School c/o Perry Nursery School 1541 Washtenaw Ave. Ann Arbor, MI 48104 Cat. no.: none. Price: \$2.00
48. <u>Learning games for exceptional children (Wedemeyer/Love)</u>		Love Publishing Co. 6635 E. Villanover Place Denver, CO 80222 Cat. no.: none. Price: \$4.95
49. <u>Creative ideas for teaching exceptional children (Wedemeyer/ Love)</u>		Love Publishing Co. 6635 E. Villanover Place Denver, CO 80222 Cat. no.: none. Price: \$3.50
50. <u>Match and Check (Hawkins/Scott; Foresman)</u>	EX 0451 0101 001 through EX 0451 0114 001	

TEACHING RESOURCES FOR HANDWRITING AND SPELLING

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No. (1973)</u>	<u>Other Source</u>
1. Michigan Language Program (Smith/Learning Research)		
a. Didac response book, L20340		
b. <u>Writing 1</u> , L20306	X	
c. <u>Writing 2</u> , L20307	X	
d. <u>Writing 3</u> , L20308	X	
e. <u>Writing 4</u> , L20309	X	
f. <u>Writing 5</u> , L20310	X	
g. <u>Didac script book (teacher's manual)</u> , L20342	X	
2. Handwriting with Write and See (Skinner/Lyons and Carnahan)		
a. <u>Book 2 (manuscript and cursive)</u>		
b. <u>Book 3</u>	X	
c. <u>Book 4</u>	X	
d. <u>Book 5</u>	X	
e. <u>Book 6</u>	X	
f. <u>Teacher's edition</u>	X	
3. Spelling and Writing Patterns (Bottel/Follett Educ. Corp.)		
a. Teacher's annotated edition for spelling and writing		
b. <u>Teacher's edition for first steps</u>	NX 0121 0131 003 ('71 ed.)	
c. <u>Spelling and writing patterns, book B, #1305</u>	EX 0121 0142 001 ('71 ed.) EX 0121 0231 001 ('71 ed.)	
4. Spill and Spell, word game with times, #101	NX 0129 0102 003	
5. Alpha-tracks (Developmental Learning Materials)		

Developmental Learning Materials
7440 Matchez Ave.
Niles, IL 60648
Cat. no.: 249. Price: \$3.00

USDESEA Manual No. 700-10:
1972 Catalog No. (1973)

Title of Material

6. Make-a-word cards (Developmental Learning Materials)

Other Source

Developmental Learning Materials
7440 Natchez Ave.
Niles, IL 60648
Cat. no.: 207. Price: \$3.25

7. In other words I: A beginning thesaurus (Greet/Scott Foresman)

Scott, Foresman, and Co.
1900 E. Lake Ave.
Glenview, IL 60025
Cat. no.: 02546-68. Price: \$3.03

8. In other words II: A junior thesaurus (Greet/Scott Foresman)

Scott, Foresman, and Co.
1900 E. Lake Ave.
Glenview, IL 60025
Cat. no.: 02547-69. Price: \$3.60

9. Dictionary Program (Scott Foresman)

a. My dictionary (for use in K-primary)

Scott, Foresman, and Co.
1900 E. Lake Ave.
Glenview, IL 60025
Cat. no.: 08653-70. Price: \$1.89

b. Thorndike-Barnhart beginning dictionary

Cat. no.: 01930-72. Price: \$3.60

c. Thorndike-Barnhart advanced junior dictionary

Cat. no.: 01928-68. Price: \$4.05

10. My alphabet book (Fries/Merrill), #1300

EX 0451 0300 001

TEACHING RESOURCES FOR MATHEMATICS

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No. (1973)</u>	<u>Other Source</u>
1. <u>Everyday business</u> (Lawson)	EX 0451 0206 001	
2. Pacemaker Texts, Workbooks, and Teacher's Guides (Fearon)		
a. <u>Money makes sense</u>	EX 0451 0208 001	
b. <u>Using dollars and sense</u>	EX 0451 0210 001	
3. The Using Money Series (Richards)		
a. <u>Counting my money, book 1</u>	X	
b. <u>Making my money count, book 2</u>	X	
c. <u>Buying power, book 3</u>	X	
d. <u>Earning, spending, and saving, book 4</u>	X	
4. <u>Learning about time</u> (Richards)	X	
5. <u>Learning about measurement</u> (Richards)	X	
6. Numberline runner	X	
7. Pupils number line, set of 12	X	
8. Magnetic fractional rectangle	X	
9. Classroom counting frame	X	
10. Foundations for Mathematics (Cruickshank/Teaching Resources)		
a. Unit 1: Concepts for Sets and Curves	X	
b. Unit 2: Exploring Sets	X	
c. Unit 3: Motor Development--Lines and Planes	X	
d. Unit 4: Comparing Sets and Numbers	X	

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No.</u>	<u>Other Source</u>
11. <u>Big and little, up and down</u> (Berkley/W.R. Scott)	X	
12. <u>Mr. Tall and Mr. Small</u> (Brenner/W.R. Scott)	X	
13. Teacher Directed Activities Kit	X	Clyde Finnell Curriculum Coordinator, Math Directorate USDESEA APO New York 09164
14. Magnetic chalkboard, 24" x 36"	X	
15. Colored beads (Gel-Sten)	EX 0452 0067 001	
16. Nifty chart paper	EX 0452 0068 001	
17. Arithme-sticks (Milton Bradley)	EX 0452 0081 001	
18. Ben-G number concept puzzles (Gel-Sten)	EX 0452 0083 001	
19. Counting arithme-rods (Assoc. School District)	EX 0452 0085 001	
20. Bead bars 1-10 (Creative Playthings)	EX 0452 0096 001	
21. Peg numbers (Creative Playthings)	EX 0452 0104 001	
22. Tactile number cards (Monco)	EX 0452 0060 001	
23. Throw and add dice (Gel-Sten)	EX 0452 0070 001	
24. Ben-G clock puzzle (Gel-Sten)	EX 0452 0082 001	
25. Judy clock, 1 large (Judy Co.)	EX 0452 0120 003	
26. Judy mini clocks (Judy Co.)	EX 0452 0121 003	

Title of Material

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Other Source

27. Cardboard rulers, set of 12 (Gel-Sten)

EX 0452 0084 001

28. Cash register (Creative Playthings)

EX 0452 0029 001

29. Play money, NA357 (Creative Playthings)

EX 0452 0040 001

30. Multiple Option Curriculum, Strand A (Cawley/Univ. of Conn.)

a. Primary level: Numbers and operations

b. Intermediate level: Numbers and operations

c. Junior level: Numbers and operations

In press at:
Directorate USDESEA
APD 09164

31. Arithmetic readiness flannel sets (Instructo)

Instructo Corp.
Paoli, PA 19301
Cat. no.: 27. Price: \$2.50

32. Kinesthetic numeral cards and counting discs (Instructo)

Instructo Corp.
Paoli, PA 19301
Cat. no.: 1227. Price: \$4.95

33. Ordinal-cardinal puzzles (Developmental Learning Materials)

Developmental Learning Materials
7440 N. Natchez Ave.
Niles, IL 60648
Cat. no.: 204. Price: \$4.00

34. Orbiting the Earth (Scott Foresman)

Scott, Foresman, and Co.
99 Bauer Dr.
Oakland, NJ 96325

a. Addition game

Cat. no.: 02169-70. Price: \$3.00

b. Subtraction game

Cat. no.: 02170-70. Price \$3.00

c. Multiplication game

Cat. no.: 02199-69. Price: \$3.75

d. Division game

Cat. no.: 02157-69. Price: \$5.04

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No. (1973)</u>	<u>Other Source</u>
35. Discovering Fractions (Instructo)		Instructo Corp. Paoli, PA 19301 Cat. no.: 1072. Price: \$4.95
36. Money game (Developmental Learning Materials)		Developmental Learning Materials 7440 N. Matchez Ave. Niles, IL 60648 Cat. no.: 272. Price: \$4.50
37. PLUS: Elementary mathematics games, activities, projects (Platts/Educational Service)		The Hubbard Co. P.O. Drawer 100 Defiance, OH 43512 Cat. no.: none. Price: \$4.60

38. Betty Crocker's new picture cookbook (Crocker/McGraw-Hill) NX 0101 0105 003

TEACHING RESOURCES FOR SCIENCE

1. <u>Science 1</u> (Mallison/Silver Burdett)	EX 0451 0141 001
2. <u>Science 2</u> (Mallison/Silver Burdett)	EX 0451 0142 001
3. <u>Science 3</u> (Mallison/Silver Burdett)	EX 0451 0143 001
4. How and Why Wonder Book (Grossett)	
a. <u>Dinosaurs</u> (Fris)	EX 0451 0145 001
b. <u>Weather</u> (Bussell)	EX 0451 0146 001
c. <u>Electricity</u> (Notkin)	EX 0451 0147 001
d. <u>Rocks and minerals</u> (Hyler)	EX 0451 0148 001
e. <u>Rockets and missiles</u> (Knight)	EX 0451 0149 001
f. <u>Stars</u> (Ross)	EX 0451 0150 001

Title of Material

4. How and Why Wonder Books (cont'd)

- g. Beginning science (Notkin)
- h. Our earth (Sutton)
- i. Reptiles (Mathewson)
- j. Insects (Rood)
- k. Human body (Keen)
- l. Flight (Highland)
- m. Sound (Keen)
- n. North America (Robbin)
- o. Dogs (Robbin)
- p. Fish (Sutton)

5. What is electricity? (Richards)

6. Guppies, bubbles, and vibrating objects (McGavack/John Day)

7. Crystals, insects, and unknown objects (McGavack/John Day)

8. National Dairy Council Science Teaching Materials (National Dairy Council)

- a. Animal feeding demonstrations for the classroom
- b. Cheese
- c. Food models (set)
- d. Newer knowledge of milk
- e. A source book on food practices
- f. Do you?
- g. Meals and snacks for you
- h. Where we get our food
- i. Your health--how can you help
- j. Your food--choice or chance
- k. How teeth grow
- l. How food becomes you (35 mm filmstrip)

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1972 Catalog No. (1973)

Other Source

EX 0451 0151 001
EX 0451 0152 001
EX 0451 0153 001
EX 0451 0154 001
EX 0451 0156 001
EX 0451 0158 001
EX 0451 0161 001
EX 0451 0162 001
EX 0451 0165 001
EX 0451 0167 001

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<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No.</u>	<u>Other Source</u>
9. <u>Basic first aid</u> (American National Red Cross/Doubleday)	X	
10. Safety and Health posters (American National Red Cross Youth Fund)	X	
11. Growing seeds and class kit and teacher's guide (Webster Div. McGraw-Hill)	X	
12. ME NOW (BSCS/Hubbard Scientific)	X	
13. Animal cage, large	NX 0001 1098 003	
14. Cleaning tray for large animal cage	NX 0001 1099 003	
15. PROBE: Elementary science games, seatwork activities, and <u>independent work activities</u> (Roy, Educational Service)		The Hubbard Co. P.O. Drawer 100 Defiance, OH 43512 Cat. no.: none. Price: \$4.60
16. Investigating Science with Children (National Science Teachers Association/Teachers Publishing Corp.)		
a. <u>Living things, vol. 1</u>	NX 0170 9003 003	
b. <u>The earth, vol. 2</u>	NX 0170 9004 003	
c. <u>Atoms and molecules, vol. 3</u>	NX 0170 9005 003	
d. <u>Motion, vol. 4</u>	NX 0170 9006 003	
e. <u>Energy and waves, vol. 5</u>	NX 0170 9007 003	
f. <u>Space, vol. 6</u>	NX 0170 9008 003	
17. <u>Learning about nature through games</u> (Musselman/Stackpole)		Stackpole Books Cameron and Kelker Streets Harrisburg, PA 17105 Cat. no.: none. Price: \$3.95

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Title of Material

Other Source

18. Teaching about drugs: A curriculum guide, K-12
(American School Health Association)
 19. It's your world (Chargin/Troubador Press)
 20. The Stanford curriculum: A study guide to help schools and teachers combat the drug epidemic (Tosches/Ferguson)
 21. Pathways in Science--texts and workbooks (Oxenhorn/Globe)
 - a. Earth science, 1
 - b. Earth science, 2
 - c. Earth science, 3
 - d. Chemistry, 1
 - e. Chemistry, 2
 - f. Chemistry, 3
 - g. Physics, 1
 - h. Physics, 2
 - i. Physics, 3
 - j. Biology, 1
 - k. Biology, 2
 - l. Biology, 3
 22. Pathways in science: General science for the intermediate grades (Greenleaf/Globe)
- American School Health Assoc.
ASHA Bldg.
170 S. Depeyster St.
Kent, OH 44240
Cat. no.: none. Price: \$4.00
- Troubador Press
126 Folsom St.
San Francisco, CA 94105
Cat. no.: none. Price: \$1.25
- Ferguson Co.
277 Park Ave.
New York, NY 10017
Cat. no.: none. Price: \$3.95
- Globe Book Co.
175 Fifth Ave.
New York, NY 10010
Prices: workbooks \$.60 each,
textbooks \$1.95 each
- Globe Book Co.
175 Fifth Ave.
New York, NY 10010
Cat. no.: none. Price: \$5.60

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Title of Material

Other Source

23. The question and answer book of nature (Saunders/Random House)

Random House, Inc.
Random House School & Library Series
201 E. 50th St.
New York, NY 10022
Cat. no.: none. Price: \$2.79

24. 700 science experiments for everyone (UNESCO/Doubleday)

Doubleday and Co., Inc.
501 Franklin Ave.
Garden City, NY 11530
Cat. no.: LC64-10638. Price: \$5.70

25. Science all year

L.M. Singer Co.
Singer School Div., Random House
201 E. 50th St.
New York, NY 10022
Cat. no.: 00967-3. Price: \$1.92

26. Creative nature crafts (Bale/Burgess)

Burgess Publishing Co.
426 S. Sixth St.
Minneapolis, MN

27. AAAS-Science, A Process Approach (AAAS/Xerox)

- a. Commentary for teachers
- b. Part A
- c. Part B

NX 0170 0102 003
NX 0170 0100 003
NX 0170 1500 003

28. Elementary Science Study--super 8mm cartridge film loops (McGraw-Hill)

- a. Growing Seeds, Bean Sprouts #07-017459-8
- b. Plant Growth Graphing #07-017460-1
- c. The Mouse and the Candle #07-017458-X

NX 0821 0053 003
NX 0821 0054 003
NX 0821 0061 003

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No.</u>	<u>Other Source</u>
28. Elementary Science Study--super 8mm cartridge film loops (cont'd)		
d. Kitchen Physics, A Look at Some Properties of Liquids, Reading of a Water Column #07-017461-X	NX 0821 0062 003	
e. Budding Yeast Cells #07-017479-2	NX 0821 0064 003	
29. BSCS Biology super 8mm cartridge film loops (Thorne-Films)		
a. Measuring Oxygen Consumption #41	NX 0821 0065 003	
b. Estrous Cycle of the Rat #54	NX 0821 0067 003	
30. Aqua-Terrarium #8346A (Welch)	NX 0540 0002 003	
31. Aquarium #67-1008 (Carolina)	NX 0540 0003 003	
32. Aquarium air pump (Faust 14-93)	NX 0540 0004 003	
33. Aquarium cover	NX 0540 0006 003	
34. The Visible Man (Renwal)		Renwal Mineola, NY 11501 Cat. no.: 804:596. Price: \$5.47
35. The Visible Woman (Renwal)		Renwal Mineola, NY 11501 Cat. no.: 804:598. Price: \$5.47

TEACHING RESOURCES FOR PERSONAL-SOCIAL DEVELOPMENT

<u>Title of Material</u>	<u>USDESEA Manual No. 70C-10: 1972 Catalog No. (1973)</u>	<u>Other Source</u>
1. <u>Eddie in school (Fearon)</u>	X	
2. <u>Turner-Livingston Reading Series (Follett Educ. Corp.)</u>		
a. <u>The money you spend</u>	X	
b. <u>The town you live in</u>	X	
c. <u>The jobs you get</u>	X	
d. <u>The person you are</u>	X	
e. <u>The friends you make</u>	X	
f. <u>The family you belong to</u>	X	
g. <u>Teacher's guide</u>	X	
3. <u>The smallest boy in class (Beim/Morrow)</u>	X	
4. <u>Noisy Nancy Norris (Gaeddert/Hale)</u>	X	
5. <u>Swimming hole (Beim/Morrow)</u>	X	
6. <u>First foods (Cronan/Bennett)</u>	Y	
7. <u>Foundations of citizenship, books I and II (Sham/Richards)</u>	EX 0451 0222 001	
8. <u>The Turner-Livingston Communication Series (Turner/Follett Educ. Corp.)</u>		
a. <u>The newspapers you read</u>	EX 0451 0225 001	
b. <u>The movies you see</u>	EX 0451 0226 001	
c. <u>The letters you write</u>	EX 0451 0227 001	
d. <u>The language you speak</u>	EX 0451 0228 001	
e. <u>The phone calls you make</u>	EX 0451 0229 001	
f. <u>The television you watch</u>	EX 0451 0230 001	
g. <u>Teacher's guide</u>	EX 0451 0231 001	

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No.</u>	<u>Other Source</u>
9. <u>Foundations of citizenship, book III</u> (Shawn/Richards)		X
10. <u>The story of our America</u> (Baldwin/Noble & Noble)	EX 0451 0250 001	
11. <u>Planning meals and shopping</u> (Weaver/Fearon)		X
12. <u>Teaching children values</u> (Educational Activities)	NX 0451 0255 003	
13. <u>Finding ourselves</u> (Richards)		X
14. <u>Seventeen book of etiquette and entertaining</u> (Haupt/McKay)	NX 0101 0402 003	
15. <u>Our country</u> (Open Court)		X
16. <u>Afro-American in U.S. history</u> (DaSilva/Globe)		X
17. <u>Minorities U.S.A.</u> (Finkelstein/Globe)		X
18. <u>The new exploring American history</u> (Schwartz/Globe)		X
19. <u>Thank you, you're welcome</u> (Slobodkin/Vanguard)		X
20. <u>I can do it</u> (Stanek/Benefic)		X
21. <u>Let's be enemies</u> (Udry/Harper & Row)		X
22. <u>Is it hard? Is it easy?</u> (Green/W.R. Scott)		X
23. <u>The Color of Man (kit)</u> (Random House-Singer)	NX 0180 1020 003	
24. <u>People are important</u> (Evans/Golden Press)		X
25. <u>It's good to be alive</u> (Campanella/Little, Brown)		X
26. <u>Your manners are showing</u> (Betz/Grossett & Dunlap)		X

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<u>Title or Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No.</u>	<u>Other Source</u>
27. <u>Martin Luther King, the peaceful warrior (Clayton/Prentice-Hall)</u>	X	
28. <u>I always wanted to be somebody (Gipson/Harper & Row)</u>	X	
29. <u>Amos Fortune, free man (Yates/Dutton)</u>	X	
30. <u>Classmates by request (Coleman/Morrow)</u>	X	
31. <u>What do you say, dear? (Joslin/Addison-Wesley)</u>	X	
32. <u>The Bishop method of clothing construction (Bishop/Lippincott)</u>	NX 0101 0206 003	
33. Mixer, electric, hand	NX 0680 0032 003	
34. Skillet, 8-inch, aluminum with copper bottom	NX 0680 0051 003	
35. Double boiler, 2-quart (Ekco)	NX 0680 1051 003	
36. Egg beater, rotary (GSA)	NX 0680 1105 003	
37. Fork, dessert	NX 0680 1202 003	
38. Flatware, stainless steel	NX 0680 1505 003	
39. Muffin tin, .12-cup	NX 0680 1751 003	
40. Saucepan, 2-quart (Ekco)	NX 0680 1910 003	
41. Saucepan, 1-quart	NX 0680 1912 003	
42. Spoon, serving	NX 0680 3304 003	
43. Tablecloth, large	NX 0680 3601 003	
44. Ironing board	NX 0680 0001 003	

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Title of Material

45. High school dropout (Clarke/Doubleday) X
46. How to plan and prepare meals (Carson/Webster Div., McGraw-Hill) X
47. Learning to care for children (Bradbury/Appleton-Century-Crofts)
48. Steps in clothing skills (Dunn/Bennett) NX 0101 0221 003
49. My mother is the most beautiful woman in the world (Reyher/Lothrop, Lee, & Shepherd) X
50. The How Series (Benefic)
 - a. How doctors help us (Meeker) EX 0180 0152 001
 - b. How families live together (Provus) EX 0180 0153 001
 - c. How hospitals help us (Meeker) EX 0180 0154 001
 - d. How schools help us (Meeker) EX 0180 0155 001
51. EMR curriculum: A persisting life needs approach.
Bul. #058-70 (Wis. Dept. of Public Instr.) Wisconsin Dept. of Public Instruction
Div. of Handicapped Children
Madison, WI 53701
52. Responsibility (Elwyn) Elwyn Institute
Educational Materials Center
Elwyn, PA 19063
53. A girl and her figure (Leverton/National Dairy Council) EX 0101 0110 001
54. Charm for Miss Teen (Whitcomb/McGraw-Hill) NX 0101 0405 003
55. The art of dating (Duvall/Association Press) NX 0101 0489 003

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<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No. (1973)</u>	<u>Other Source</u>
56. <u>Getting along in school</u>	EX 0472 0001 001	
57. <u>Enjoying leisure time, #5515 (Menninger/SRA)</u>	EX 0473 0021 001	
58. <u>Growing up (Wendell/Heath)</u>	EX 0473 0321 001	
59. <u>Black studies: Resource book, elementary school</u>		Curriculum Coordinator Soc. Stud. Directorate USDESEA APO New York 09164
60. <u>Black studies: Resource book, high school</u>		Ibid.
61. Iron, electric, steam, 110 volt (GE) or iron, electric, steam 220 volt	NX 0681 0021 003 NX 0681 0022 003	

TEACHING RESOURCES FOR ORIENTATION TO THE WORLD OF WORK

1. <u>Newspaper reading (Lawson)</u>	EX 0451 0205 001
2. <u>English that we need (Richards)</u>	EX 0451 0351 001
3. <u>More English that we need (Richards)</u>	EX 0451 0352 001
4. <u>Everyday business (Lawson)</u>	EX 0451 0206 001
5. <u>Money makes sense (Kohn/Fearon)</u>	EX 0451 0208 001
6. <u>Using dollars and sense (Kohn/Fearon)</u>	EX 0451 0210 001

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No. (1973)</u>	<u>Other Source</u>
7. The Using Money Series (Richards)		
a. <u>Counting my money, book 1</u>	EX 0451 0450 001	
b. <u>Buying power, book 2</u>	EX 0451 0451 001	
c. <u>Spending and saving, book 3</u>	EX 0451 0452 001	
d. <u>Earning, spending, and saving, book 4</u>	EX 0451 0453 001	
8. Mathematics for Employment (Parsky/Mayfex)		
a. <u>Part I</u>		X
b. <u>Teacher's manual for part I</u>		X
c. <u>Part II</u>		X
d. <u>Teacher's manual for part II</u>		X
9. The Turner Career Guidance Series (Turner/Follett Educ. Corp.)		
a. <u>Teacher's guide, #0606</u>	EX 0451 0214 001	
b. <u>Wanting a job, #0600</u>	EX 0451 0215 001	
c. <u>Training for a job, #0601</u>	EX 0451 0216 001	
d. <u>Starting a job, #0602</u>	EX 0451 0217 001	
e. <u>Looking for a job, #0603</u>	EX 0451 0218 001	
f. <u>Holding a job, #0604</u>	EX 0451 0219 001	
g. <u>Changing a job, #0605</u>	EX 0451 0220 001	
10. <u>Planning meals and shopping (Weaver/Fearon)</u>		X
11. <u>Getting a job (Randall/Fearon)</u>	EX 0451 0209 001	
12. <u>I want a job, #146 (Richards)</u>		X
13. <u>On the job, #157 (Richards)</u>		X
14. <u>Teen-agers at work, #164 (Richards)</u>		X

<u>Title of Material</u>	<u>USDESEA Manual No. 700-10: 1972 Catalog No. (1973)</u>	<u>Other Source</u>
15. <u>Nancy Kimbal, nurse's aide</u> (Laklau/Doubleday)	X	
16. <u>Learning to care for children</u> (Bradbury/Appleton-Century-Crofts)	X	
17. <u>How to hold your job</u> (Tudell/John Day)	X	
18. <u>Getting that job</u> (Follett Educ. Corp.)	X	
19. <u>Driver's handbook and examination manual for Germany</u> (USAREUR)	X	PPS Coordinator or Directorate Assistant Director for PPS USDESEA AFO New York 09164
20. <u>You and your occupation</u> (Dare/Follett)	X	
21. <u>Teacher's manual for you and your occupation</u> (Dare/Follett)	X	
22. <u>Steps in Clothing Skills</u> (Dunn/Cornett)	X	Charles A. Bennett Co., Inc. 809 W. Detweiller Drive Peoria, IL 61614 Cat. no.: none. Price: \$8.80 Ibid. Cat. no.: none. Price:
23. <u>First foods</u> (Cronan/Bennett)		
24. <u>Families at work</u> (Senesh/SRA)	NX 0180 0135 n03	Elwyn Institute Educational Materials Elwyn, PA Cat. no.: none. Price:
25. <u>Responsibility</u> (Elwyn)		Duval County Schools 330 East Bay Street Jacksonville, Florida
26. <u>A design for daily living, 1966</u> (Duval County, Florida)		Cincinnati Board of Education Cincinnati, Ohio
27. <u>The slow learning program in the elementary and secondary school, 1964</u> (Curriculum bulletin #119)		

HOW TO UTILIZE INSTRUCTIONAL MATERIALS AND EQUIPMENT

NCIES

Instructional materials can provide motivation and interest in what is being taught. They may also help the teacher to present the concept more clearly to her students. Each classroom should have its own supply of instructional materials. The following aids are examples of basic materials and equipment for every classroom.

The Flat Picture

1. Some of its possible uses are for developing vocabulary, classifying, story sequencing, and clarifying how to do something.
2. In choosing pictures, be selective. A good teaching picture is simple, tells a story, does not have distracting details, and is pertinent to the purpose for which it is to be used.
3. If a picture can be used several times, it is well to preserve it by using economical materials. Spray plastic may be purchased for this purpose. Transparent contact paper may also be used.

Tapes

1. Tapes may be used as comprehension checks after a pupil has completed a reading assignment, looked at a picture, or viewed a film. They are useful for mathematics drills. Oral reading skills can also be improved by taping students' voices.
2. Tapes for the classroom are listed in the USDESEA catalog in the 0831 section.

The Flannel Board

1. This device can be used in illustrating number concepts and processes, showing size relationships, and developing word-attack skills.
2. Classroom flannel boards are easy to make: Simply tack one of the bulletin boards with felt or flannel. Another way to make one is to cut a large piece of cardboard or purchase a large piece of oaktag, then mount either flannel or felt to it.

How to utilize instructional materials and equipment)

NOTES

3. Individual flannel boards may be made by cutting 12 x 12-inch pieces of cardboard. (A straight-edge razor blade can cut cardboard easily.) Mount a 12 x 12-inch piece of felt to the cardboard by using a spray glue.
4. Material to be used on the flannel board can be made by tracing geometric cardboard shapes, cookie cutter patterns, or pictures on felt. Felt can be purchased from the Instructo Corporation. One package contains twelve 9 x 12-inch sheets. The cost is \$1.95.
5. Another way to make flannel board pieces is to trace a design on heavy cardboard. Place a strip of velour paper on the back of the picture. Velour paper has an adhesive side for the design and a fiber side which clings to felt or flannel. (Instructo Corporation: one package contains eight 1/2 x 10-inch sheets. The price is \$1.95.)

Magnetic Boards

1. Magnetic boards may be used for the same purposes that flannel boards are used.
2. The magnetic chalkboard found in each classroom according to the Logistics Supplies and Equipment 1972 Catalog, item 0710 00103, is an excellent magnetic board. For individual work, the side of a metal filing cabinet can be used.
3. Magnetic board materials can be made easily. Cut designs from paper, felt, or light cardboard. Glue a 1-inch piece of magnetic strip to the back. Magnetic strips are available under item 0710 0010 in the logistics catalog. If heavyweight material is being backed, glue small bar magnets to the back of the material. Twelve alnico magnets made for this purpose can be purchased from Instructo for \$1.00.

Transparencies

1. Transparencies can be used for story telling, number concepts, arithmetic processes, left-right movement, and visual memory exercises.
2. Materials for creating your own transparencies are available in the Logistics 1972 Catalog, in the 0822 section.
3. Transparencies can be made from books and workbooks by using Thermofax projection transparencies. These are also listed in the 0822 section, 1972 Catalog.

TEACHER AIDES

NOTES

UNDERSTANDING YOUR ROLE

A sense of loyalty to the school and a high regard for professional ethics is as essential in your role as it is to all other members of the school staff. Therefore, you will wish to acquaint yourself with the general policies of the school. Treat all information about the school, teachers, students and their families in strictest confidence. A "good relationship" for teacher aides means that you:

1. Become a member of the staff in spirit as well as in name.
 2. Remember that school helps children grow in independence as well as in knowledge.
- What an aide must be:
1. You must respect children (all kinds--clean, dirty, well-behaved, angry, afraid, etc.).
 2. You must be interested in helping to provide for their needs.
 3. You must be able to listen to children and support and reassure them by facial expression and by your presence.
 4. You must work closely with the teacher in order to learn to know each child individually, his interests, his abilities, his needs. By being present and relating to children you are bound to transmit ideas, feelings, habits, and skills.

You provide:

1. An extra pair of hands and legs.
2. An extra measure of personal warmth.
3. An extra pair of ears and eyes that will add to the store of knowledge about each child.

(Teacher aides)

You are a model:

Children identify with adults around them. Children will imitate:

1. Health and posture
2. Grooming
3. Facial expression (enthusiasm is contagious)
4. Manner and manners
5. Verbal skills (speech)

It is a wise teacher (and teacher aide) who knows:

1. That each child is a person.
2. That each child has his own pace and pattern of growth and development.
3. That, while each child is different, he is more like his age-mates than he is different.
4. That the needs of individuals must be met in the context of a group.

Portrait of public school children:

Almost constantly

They observe.
They move.
They think.
They feel.
They grow.
They learn.
They worry.

And sometimes

They work.
They play.
They fall.
They maneuver.
They balk.
They have fun.
They feel success.

(Teacher aides)

NOTES

The military schools have all the children of all the people--happy, unhappy, dependent, independent, talented, not talented--and all degrees in between. A school staff is committed to doing the best possible job of educating each.

UNDERSTANDING CHILDREN

Child psychology provides clues to an understanding of the youngsters you work with and some hints to help build friendly, constructive relationships. The following suggestions have been compiled from the observations of leading child psychologists.

1. The most important points to remember when communicating with youngsters is that they need (a) confidence, (b) self-esteem, (c) esteem of others, (d) guidance, and (e) encouragement. The best way to promote these is by:

Learning their names (and using them) as soon as possible.

Finding out about their abilities, interests, and backgrounds.

Taking time for friendly chats with each child and showing a definite interest in the pupil.

Being consistent about what you approve and disapprove.

2. Children are sensitive. Especially in the first five grades of school, they are in a continual process of increasing independence (from their parents, mainly, but also from authority in general). Classroom and school personnel take the place of a parent for a large part of the day. You may be the most important person in a child's life. The slightest word from you may make a child happy, sad, secure, or fearful. Thus, it goes without saying that you must weigh your actions carefully in all situations.
3. When you are assigned to a special class, expect some changes in a child as a result of exposure to the formal school environment. Conformity to the demands of a new adult, intimate contact with a number of other children, separation from the mother for a substantial part of the day--all these must impinge on the child's behavior and his concept of self. It is up to you and your teacher to cushion the shock of this new world in a constructive and meaningful manner.

(Teacher aides)

NOTES

4. Do not play favorites. Children are individuals. They learn at different rates. It is a good idea to try to understand the abilities of the pupils in your grade. Try to divide your time evenly among all pupils. Most children realize, and are hurt, if it is obvious that someone else is getting more attention.
5. In an effective learning situation, the child is actively striving to resolve problems that block his way to attractive goals. Although it will not be your job to plan classroom opportunities which bring the children face to face with such problems, you might discuss with your teacher what part you can play in directing the children toward this goal.
6. Good adjustment in your classroom attitude promotes favorable pupil adjustment. Children are great mimics, and in the early primary grades especially, will imitate actions or speech of adults. If you are fair and considerate, they will be too.
7. Do not scold an erring child in front of the entire class. This is an element of leadership which carries right into the adult world. No one enjoys being punished in front of an audience, and in children the results can be especially harmful. Above all, always make your criticism constructive, not degrading.
8. A child's world is a happy one, generally, so come to school every day with a smile. Be happy and tolerant, and you will find that your pupils will respond with the same behavior.

TEACHER AIDES AND TEACHERS

The professional teacher is trained and certified to perform certain functions in the education of children. The responsibilities that are reserved for teachers involve (1) analyzing the instructional needs of his pupils, (2) prescribing educational activities to meet the pupils' needs, and (3) certain supervisory responsibilities consistent with established school policy.

Teachers working with para-professional helpers, either in or out of classrooms, must rely upon their own professional judgment when assigning duties to you. These duties should not infringe upon the responsibilities reserved for teachers, but you may assist teachers in meeting these responsibilities.

Teacher-aide orientation

While you may have skills that will be helpful in the classroom, much of your orientation to actual classroom work falls on the shoulders of the classroom teacher.

You can be made to feel comfortable and welcome if your teacher permits you to observe the class for a while to learn the location of materials, and to discuss the general nature of your duties. Gradually, you can become an integral part of daily classroom activity and be a valuable addition to the classroom. You will be required to perform general clerical skills almost instantly.

It is a wise teacher who discovers any special talents you may have and helps you to utilize them. Your teacher will have conferences about your work when necessary and will attempt to guide you to your fullest potential.

Teacher-aide interaction with children

The addition of a teacher aide to a classroom will enhance opportunities for close personal relationships among pupils, the teacher, and the teacher aide.

Through cooperative planning with the teacher, you can contribute to the process of interaction between pupils and teacher and can be an important part of that interaction.

Planning between you and the teacher that would promote interaction with the children might include the following:

- (1) Developing an understanding of healthy relationships among yourself, the teacher, and the children.
- (2) Clarifying your discipline role.
- (3) Helping you recognize the need to allow children to make errors and approach tasks creatively.
- (4) Sharing information that will help in dealing with children.

(5) Helping you learn how you can contribute to communications between:

(a) Teacher and pupil.

(b) Pupil and teacher.

(c) Pupil and pupil.

(6) Helping you develop and recognize realistic viewpoints about children.

(7) Giving you clear assignments of duties and responsibilities as they are developed.

GENERAL GUIDELINES FOR TEACHERS AND AIDES

1. The addition of teacher aides will not reduce the work of teachers. If a teacher and an aide are working well together, and the aide is making a positive contribution to the classroom routine, the time released by this additional help can best be used by the teacher in performing professional responsibilities and in planning.
2. Para-professional personnel should not be given confidential information unless it is accompanied with instruction on how it is to be used and the dangers of misuse. Professional staff members who choose to share information of a confidential nature are responsible for instruction in its proper use. Aides are expected to treat all school matters in professional confidence.
3. Aides should not normally be required to mark or score papers that require qualitative judgments. Objective tests will often be scored by aides.

(Teacher aides)

NOTES

WHAT WILL TEACHER AIDES DO?General duties of the teacher aide

1. Clerical

- a. Keep attendance records.
- b. Take lunch order.
- c. Keep health card data up-to-date.
- d. Verify absences.
- e. Maintain inventories on classroom materials.
- f. File materials.
- g. Duplicate materials.
- h. Type or print materials.

2. Instructional Assistance

- a. Check reading vocabulary.
- b. Correct papers.
- c. Work with small groups under teacher direction.
- d. Assemble instructional materials.
- e. Encourage exceptional children through extra projects, resource material, and equipment.
- f. Help teacher listen to stories children have to tell about their work (language development).
- g. Make visual aids.
- h. Collect pictures, leaves, rocks, etc.
- i. Provide one-to-one relationship for language development.
- j. Take injured or disturbed children aside to prevent disruption of the entire group.
- k. Supervise children in one area while teacher is teaching another group.

3. Preparation

- a. Mix paint and get other materials ready for art and special projects.
- b. Organize science equipment.
- c. Assemble and staple materials.

(Teacher aides)

4. Audio-Visual

- a. Set up and operate projectors, head sets, record players, tape recorders, etc. (Permit pupils to assist you whenever possible.)
- b. Prepare requisitions for films, filmstrips, tapes, etc.
- c. Direct listening activities when using records, tapes, etc.

5. Classroom Environment

- a. Assist or supervise children in arranging bulletin boards, learning centers, display cases, and exhibits.
- b. Assist or supervise in general housekeeping tasks.
- c. Replenish supplies.
- d. Assist or supervise organizing furniture in flexible groupings.
- e. Distribute books, collect papers.

6. Field Trips

- a. Prepare, distribute, and check parent permission notes.
- b. Collect bus money.
- c. Supervise individual or small groups.

7. Library

- a. Help children select books on their interest and reading level.
- b. Help children select reference books for their work.
- c. Check on overdue books.
- d. Accompany small groups to the library.
- e. Set up exhibits and displays.
- f. Prepare posters.
- g. Keep books in order.
- h. Prepare overdue lists.
- i. Tell stories.
- j. Play records.

(Teacher aides)

NOTES

8. Miscellaneous

- a. Take care of minor first-aid emergencies such as cuts, nosebleeds, and sick children.
- b. Free teacher for parent conferences by reading or telling stories.
- c. Free teacher so that she is able to observe her children who are in speech correction, reading improvement, etc.
- d. Help children with books, coats, etc., when necessary.
- e. Help supervise free activity period.
- f. Help direct children to put materials and equipment away.
- g. Supervise bathrooms.
- h. Help children improve their skills in using pencils, scissors, crayons, paints, clay, etc.
- i. Help children care for plants, pets, etc.

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DEVELOPING EXPERIENCE CHARTS*

NOTES

The use of experience charts has long been a popular tool for teachers of language arts. For the most part such charts have been employed as a major vehicle for the teaching of beginning reading. Although the technique has retained its popularity, its application in the classroom varies considerably from teacher to teacher. Some teachers use experience charts merely to record information, e.g., daily weather report, student jobs for the week, and special events; others use them as the focal point in the development of stories in teaching. The experience chart can provide a means for teaching subject matter, as well as an effective tool in teaching academic skills. This expanded use of experience charts is also effective in the process of unit teaching presented in this guide.

Experience charts can be described as written accounts of experiences developed by the pupils in cooperation with their teacher. Reference to the physical features of the chart, e.g., chalkboard or overhead projector or tag board, would add more meaning to the description. While this simple definition might appear sufficient to some teachers, it does not suggest the many uses or the instructional implications of experience charts. Herrick and Nerbovig (1966) place experience charts in perspective through the following discussion:

1. The charts are based on some experience that the students and the teacher have had, are having, or are about to have together.
2. The specific subject matter for experience chart writing should be related to an appropriate part of the total experience of the teacher and students together, and should grow naturally out of that experience and its development.
3. Experience chart writing is based on something pupils know about, have had an opportunity to observe, explore, try out, and utilize on some first-hand basis.
4. Experience chart writing provides a basis for helping children discover what the real processes of writing are: the alternative ways in which the same idea can be expressed, the ways in which a language choice is resolved, and how improvements can be made in future writing projects.

*Adapted from a cooperative program involving the Iowa State Department of Public Instruction and the University of Iowa Special Education Development Center.

(Developing experience charts)

NOTES

5. Experience chart writing provides a valuable means for enriching and developing language power.

6. Experience chart writing helps a child put the necessary components of writing into their proper relationships and become aware of each necessary contribution.

In reviewing Herrick and Nerbovig's eight descriptive statements, note the emphasis on skill development. For example, reference is made to listening, observation, recall, etc.; however, the limited attention given to subject matter centers on the content of the chart. Herrick and Nerbovig's book is aimed at the regular classroom, where we find a wide array of printed material through which the subject matter of the curriculum is conveyed. This is not the situation in special classes for the educable mentally retarded. While there are some texts specifically written for the mentally retarded, the teacher typically is forced to modify regular material to the needs of the mentally retarded.

Herein lies a major use of experience charts in teaching the mentally retarded--they can be effectively used in teaching subject matter. Experience units should be used to teach content as well as to develop skills. The content of a unit becomes the subject matter. The role of experience charts in teaching skills is reflected in their continued use in the regular language arts programs, particularly in lower grades. In addition to serving as a technique for teaching skills and subject matter, experience charts assume three process-type functions in unit teaching:

1. They add continuity to your unit. If an experience chart is developed as part of each lesson, an accumulation of subject matter evolves through the series of experience charts. Charts from previous lessons can serve to stimulate the thinking of the students on the theme of the unit. At the completion of the unit the experience chart represents a text of the unit, with the order of experience charts representing the sequence in which the unit lessons were taught.
2. They provide a source for review. The experience charts can serve as the focal point for reviewing a particular lesson or reinforcing a unit. Even as much as a year later the charts can be used to review the basic content taught through the unit. Since the students contributed to building the chart and have read them numerous times during the teaching of the unit, the experience chart, as a review technique, is very concrete and meaningful. Without such a source the review of lessons often falls into the realm of discussing scanty information on the topic, or the review of student projects which typically are not inclusive

(Developing experience charts)

NOTES

of all the concepts or information covered in the lessons or unit when they were originally taught.

3. They serve as an attention-holding device. Many teachers encounter difficulty in teaching units because they persist in "talking" rather than teaching. Even with good listening skills, such an approach is not very appealing. Although student participation in activities can be encouraged and various audio-visual techniques employed, a need still exists for a center of attraction. The experience chart fulfills this need if appropriately used. The experience chart should be developed through the lesson, rather than merely as a culminating activity. As the students contribute to building the chart, it can be viewed as the product of the lesson, and consequently the focus of their attention.

You, as the teacher, must begin to think about what you hope to record on the experience chart as you begin to specify the instructional objectives for a given lesson. When the scope of the lesson has been determined and the instructional objectives completed, you should have in mind the specific information you anticipate recording on the chart during the lesson. This is not to suggest that you should attempt to obtain from the students during the lesson the exact wording included in the lesson plan. It becomes your responsibility to stimulate discussion in order to obtain desired responses. The following are some suggestions for planning experience charts in your lesson plans:

1. In the beginning of the school year, plan an experience chart for each lesson. Later, stimulate discussion so that the students may participate in the writing of the experience chart.
2. In writing your first experience charts as part of the lesson plans, write them as you would hope the pupils will develop them. Don't describe them. For example, don't say, "Identify safety rules." Instead, specify the rules in your plan. The process of writing the charts out in detail in your plan is excellent practice. It allows you an opportunity to evaluate the relevance of the content of the lesson. It also affords you a chance to plan for the inclusion of specific vocabulary words on the experience chart.
3. Review the ability statements prior to writing the experience chart in the lesson plan. Be sure the content of the chart relates to the abilities or skills to be taught.

.....(Developing experience charts)

NOTES

4. Review previous experience charts. Avoid redundant wording. For example, if a previous lesson began "Today we . . ." vary the beginning of the next chart.
5. Keep sentences short and avoid complicated punctuation. It is suggested that sentence length should be about five to eight words at the 10-12 age level; and ten to twelve words at the 13+ age level. At the upper primary level words may be combined with pictures.
6. Plan brief, explicit experience charts. If you have planned the experience chart in advance, the task of stimulating appropriate discussion and obtaining responses from the student will not be difficult. The strong emphasis on planning experience charts relates to the purpose of using experience charts in teaching the content of a unit or lesson. If the experience chart is being used only in relation to the skills, less planning is necessary. The expanded use of experience charts dictates the need for planning.

Suggested techniques in using experience charts

1. Use an easel large enough to hold 24x36-inch newsprint or other lined paper. The easel should be sturdy and tall enough so that you can write on it comfortably and the students can see it clearly from the desks. At the secondary level many teachers find the use of the overhead projector or the chalkboard a more convenient means of developing experience charts.
2. Experience chart paper can be purchased in a variety of sizes. However, 24x36-inch paper provides enough space for sizable stories and is large enough to use for illustration purposes. Although experience chart tablets can be purchased, they are rather expensive. They are also restricted in that they contain a standard number of pages. Lined newsprint can be inexpensively purchased by individual sheets. The teacher can bind in tablet form the number of sheets he anticipates using. Heavy tag board can be used as a cover to protect the pages. Single sheets may also be taped to the chalkboard or other surface.
3. Use a black wax pencil. The type used to mark groceries works quite well. If you are using newsprint, magic markers will soak through. Crayons do not mark black enough to be easily read from a distance. In developing charts on the overhead projector use the appropriate pencil provided for this purpose.

(Developing experience charts)

NOTES

5. Prepare two or three leading questions in advance. The questions should be formulated to evoke responses relevant to the content you wish to develop on the experience chart.
6. While writing on the experience chart you can hold the attention of the students by directing questions to specific students. For example, you might ask about the spelling of a particular word or merely ask a student to relate the comment being recorded. Such questions help to keep the discussion going while you are involved in the writing process. It also helps to prevent management problems.
7. Have students read the experience chart orally after it has been developed. Individual students may be called upon to read the entire chart or a portion of it.
8. If it is necessary to copy a chart over after class, avoid changing the content. Sometimes the legibility can be improved if copied over under more favorable conditions. If grammar or misspellings are corrected, they should be brought to the attention of the class during succeeding lessons.

The teaching of experience units as described in this guide places considerable responsibility on the teacher in the development and use of experience charts. Many teachers will initially encounter difficulty in developing experience charts which present the content of the lesson sequentially. The only short cut is through good planning and practice. Students soon become accustomed to the technique and assume a major share of the responsibility for construction of the chart during the lesson.

Uses of experience charts

The use of experience charts is not restricted to specific content. Charts can be designed to meet a number of uses. In a completed experience chart can also serve a number of purposes.

Experience charts are used in a number of subject matter of lessons, to develop academic skills, present new work, review old work, or administer short tests.

When an experience chart is completed, the experience chart has been completed, the chart(s) can be used in a number of ways, such as:

(Developing experience charts)

NOTES

1. Reviewing a particular lesson or a completed unit.
2. Reading.
3. Writing experiences.
4. Serving as a topic source for discussion.

Since it is usually stressed, the approach to the development and teaching of lessons proposed in this guide makes considerable use of experience charts. The charts serve as a means of developing skills and teaching subject matter. They also add continuity to a unit and provide a permanent source for review purposes. It should be kept in mind that the experience chart plan which the teacher includes in the lesson is merely a guide. The wording of the experience chart developed during the lesson must come from the pupils.

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LEARNING CENTERS

NOTES

A major concern in education today is how to meet the educational needs of individual children. Implicit in this concern is the concept that every child is a unique individual. While this philosophy of individualized instruction is an easy one to adhere to, many teachers find that putting this philosophy into practice in their classrooms is a difficult task.

The difficulty in implementing a program of individualized instruction appears to be two-fold. First, the teacher is faced with the problem of how to determine the educational needs of each child in her classroom as well as how to develop a program reflecting these needs. Second, when the teacher is actually working with each child or small group of children with similar needs, what does she do with the remainder of the class? In other words, how can the teacher provide meaningful learning experiences for the majority of the class while she works with individuals?

The purpose of this section is to help teachers overcome these problems: what to do with the rest of the class while the teacher works with individuals or small groups. This section suggests one method of helping teachers to individualize instruction in their classrooms. This method involves the children's utilization of learning or interest centers in the classroom while the teacher works with small groups or individuals.

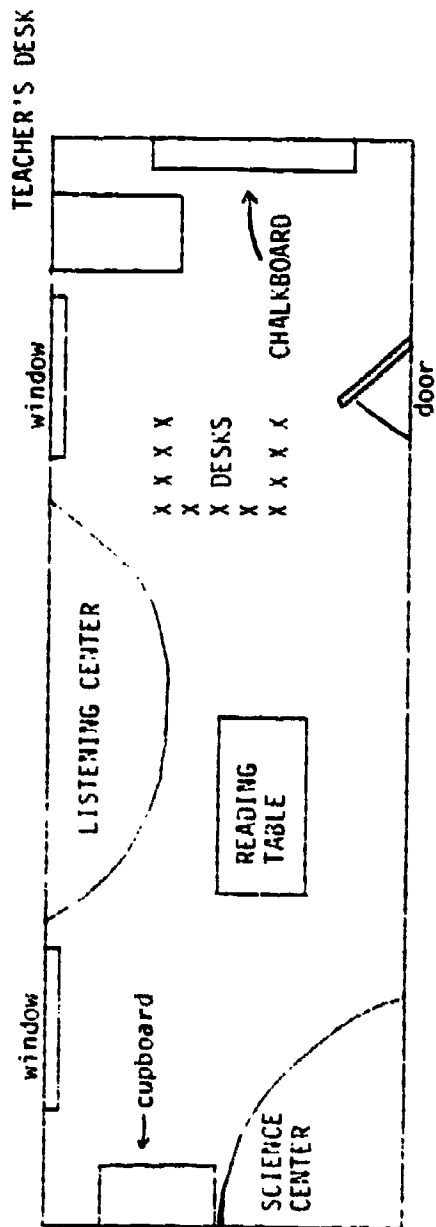
Organizing the classroom

1. Learning centers have been described in the special education literature by Hewitt (1968) and Kokaska (1971). Briefly, these authors suggest that several learning centers be set up in various places around the classroom. These centers may consist of a table and chairs, a desk, or a carpet on the floor. For example, the following floor plan illustrates one possible classroom arrangement containing two learning centers: a listening-skills learning center, and a science learning center.

(Learning centers)

NOTES

2. A classroom floor plan--example

Developing materials for each center

1. Each learning center is designed to develop certain skills or concepts without the direct guidance of the teacher. In other words, each center contains self-directing materials necessary for one or more children to complete a lesson with a minimum of guidance from the teacher or aide.
2. The teacher must determine which skills or concepts are appropriate for the students in her classroom. This information will dictate the learning centers to be developed. Kokaska (1971) has suggested the following learning centers for primary EMR classes: (1) visual perception, (2) auditory discrimination, (3) listening, (4) fine motor skills, and (5) arts and crafts. Other possibilities for learning centers are: (1) science, (2) phonics, (3) mathematics, and (4) special interests.

3. Once the types of centers are determined, the teacher should develop activities or lessons for each center. Each lesson should be carefully thought out to prevent confusion on the part of the student when he attempts to participate in the lesson. In general the following steps should be followed when preparing individual lessons or activities:

- (a) State the instructional objective for the lesson. This statement should tell clearly what the student will achieve by the end of the lesson.
- (b) Make sure the directions are very clearly stated. If students can't read, the directions may be taped or illustrated in such a way that nonreaders can follow them.
- (c) Sequence the directions carefully. Present transitions in reasoning in small steps to avoid confusing students.
- (d) Place all needed materials at the center or give explicit directions explaining where materials can be found.
- (e) Build the lesson or activity for each succeeding day upon the skill or concept presented the preceding day.

Using the learning centers

1. Once the learning centers have been prepared, the teacher should decide how she will use them during the school day. The following are possible ways of using the learning centers. Additional examples are also included.

- (a) Divide the reading time into three segments of twenty minutes each: (1) reading circle, (2) reading follow-up, and (3) learning centers. This schedule will allow the teacher to have three reading groups. To start the reading time one group goes to the reading table to work with the teacher. Another group receives a reading follow-up assignment (from the previous day's reading group with teacher) to complete at their desks. The third group begins the hour at a learning center.

At the end of the first 20-minute segment, the three groups rotate. Students in the reading group return to their desks to complete a reading follow-up. Reading follow-up students go to the learning centers. Learning center students come to the reading circle.

(Learning centers)

NOTES

At the beginning of the final 20-minute segment, the three groups again rotate.

This approach to the use of learning centers is charted in the following table:

Schedule during reading hour--example

	First Twenty Minutes	Second Twenty Minutes	Third Twenty Minutes
Group 1	Reading Circle	Reading Follow-up	Learning Center
Group 2	Learning Center	Reading Circle	Reading Follow-up
Group 3	Reading Follow-up	Learning Center	Reading Circle

- (b) Set aside one hour per day for individual skills development. Divide the hour into four 15-minute segments. Prepare four learning centers in the room. Each center should accommodate approximately one-fourth of the students in the class.
- During the first 15-minute segment, one-fourth of the students go to Learning Center 1, one-fourth to Learning Center 2, and so forth. While the class works at the learning centers, select one or two students for individual help. At the end of the 15 minutes have the class rotate, each group moving on to the next predetermined learning center. Again, select individuals for special help during this second time segment. Continue this procedure for the full hour.
2. The lessons or activities at each center may be changed daily, or after several days, depending upon the time needed to give all students an opportunity to work at each learning center.

(Learning centers)

NOTES

3. Some time should be spent introducing the class to each of the learning centers. It will be helpful if students are told what to expect at each center. If it appears that they don't understand what is expected of them, it may be necessary to actually demonstrate the activity to the class. Once the students understand the routine, it is likely that they will be able to continue on their own.

A SAMPLE LESSON PLAN FOR A LISTENING-SKILLS CENTER

LISTENING SKILLS

Lesson 1

Instructional Objective: To write an X on the correct shape in each box.

Materials Needed: Worksheet paper 1, pencil, tape recorder, prerecorded tape, listening post or earphones. A sample worksheet is provided on the following page.

Dialogue for making tape: (Pause 15 seconds) . . . Listen carefully to what I tell you to do. First, write your name at the top of the paper. (Pause 15 seconds) Touch the heart. Look at the little box right below it. Now look at the long box next to the little box. Find the shape in the long box that looks just like the one in the little box. Put an X on it. (Pause 15 seconds) Go down to the next row of boxes. Look at the shape in the little box. Find that shape in the long box. Put an X on it. (Pause 15 seconds) Go down to the next row. Look at the shape in the little box. Find that shape in the long box. Put an X on it. (Pause 15 seconds) Go down to the next row. Look at the shape in the little box. Find that

shape in the long box. Put an X on it. (Pause 15 seconds) Using your crayons, color all the shapes that you put an X on.

Note: This same type of activity may be used with children having the ability to match numbers, letters of the alphabet, words, etc.

SAMPLE WORKSHEET FOR LISTENING SKILLS LESSON 1

Name _____



A SAMPLE LESSON PLAN FOR A SCIENCE-SKILLS CENTER

SCIENCE: ELECTRICITY (OLDER STUDENTS)

Lesson 1

Instructional Objective: To construct a circuit so that a light bulb will go on.

Materials Needed: Diagram 1, one dry cell battery, one light socket, one light bulb, two electrical wires 8 inches long, one screw driver. Refer to Diagram 1 on the following page.

Teacher Action: The teacher or aide should assist in constructing the circuit the first time. The aide should then supervise the students while they construct the unit.

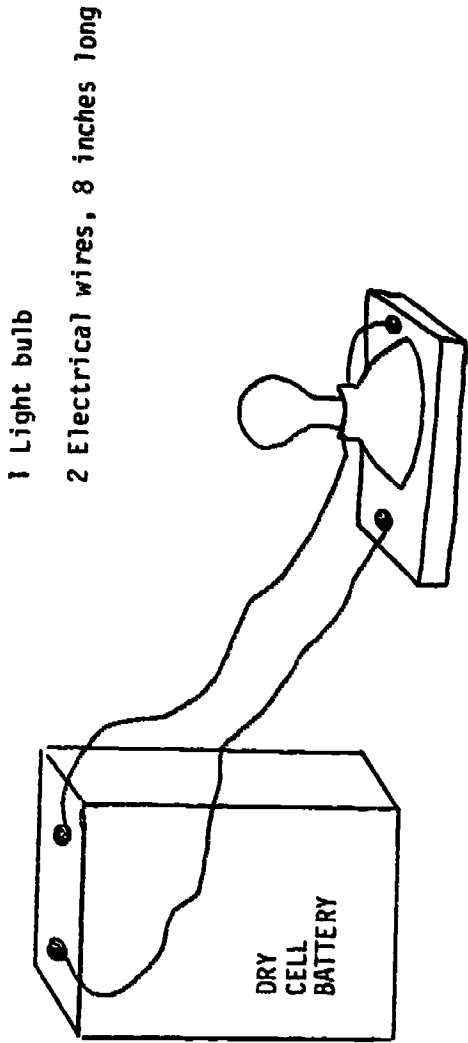
SAMPLE DIAGRAM SHEET FOR LESSON PLAN

SCIENCE: ELECTRICITY

DIAGRAM 1

YOU WILL NEED:

- 1 Dry cell battery
- 1 Light socket
- 1 Screw driver



DIRECTIONS:

1. Take one wire and hook it from the light socket to the dry cell battery.
2. Take the other wire and hook it from the light socket to the dry cell battery.
3. Put the light bulb into the light socket.
4. Does the light bulb go on?

Primary-Intermediate

READING*

1. Instructional: Objective: To copy a design on a pegboard (visual-motor).

Materials: One to four pegboards (one per child at center at same time), box of pegs (may be plain or colored), one to four designs children are to copy.

Teacher Action: Give directions orally. Give each child a design to copy on the pegboard. Record each child's degree of success.

2. Objective: To match initial sounds of words with pictures.

Materials: Cards with letters, pictures.

Teacher Action: Give the child cards with letters on them. Give him pictures that contain the same sounds that the letters make.

3. Objective: To match colored blocks with design cards, using a model.

Materials: Colored blocks, design cards.

Teacher Action: MAKE A PICTURE OF YOUR BLOCKS LIKE THE ONE ON THE CARD.

*These Learning Center ideas were developed by two participants in the 1972 USDESEA summer workshop.

(Learning centers)

NOTES

4. Objective: To place pictures in sequence after hearing a story.

Materials: Tape-recorded story and pictures.

Teacher Action: Tape-record a story, or read story directly to students. Then ask them to place pictures in the same order (sequence) as the events in the story are told.

5. Objective: To match letters of the alphabet.

Materials: Home-made lotto game with two sets of individual alphabet cards. One set is glued on cardboard rectangles in groups of six or eight, so each cardboard has six or eight letters on it. The other set of alphabet cards are left free, to be matched to the cardboard cards.

Example:

b	a
n	w
r	s

a	w	s
b	n	r

Teacher Action: Present a number of cardboards and their corresponding individual alphabet cards for the appropriate level of the students in the learning center. Direct students to match the letters by placing the individual letters over the letters on the large cardboard.

6. Objective: To practice reading in phrases.

Materials: A chart with a list of numbered phrases using vocabulary words that the children have studied but in which they need reinforcement.

Phrase Game: One child thinks of a phrase and writes the number from the list on a small piece of paper, while the other children playing the game don't peek. The children say, "Is it number 5?" and then read phrase five. The leader answers, "No, it is not number 5" and then reads the phrase. This goes on until someone guesses which one it is. The one who guesses take the place of the leader.

7. Objective: To recognize and write the names of familiar common items.

Materials: One carton, and examples of 15 to 20 items, e.g., ball, pan, pencil, doll, etc.

Teacher Action: TAKE ONE ITEM OUT OF THE BOX AT A TIME. WRITE DOWN WHAT IT IS. WHEN YOU HAVE FINISHED, TURN THE CARTON OVER AND COMPARE YOUR LIST WITH THE ONE THAT IS THERE.

8. Objective: To recognize the beginning sounds and letters of words.

Materials: Magazine pictures, paper, paste.

Teacher Action: Give directions orally, e.g.: PASTE ON YOUR PAPER THE PICTURES THAT BEGIN WITH THE LETTER "B," THAT HAVE THE [B] SOUND.

Intermediate-Secondary (Junior and Senior High School)--adjust for interest level

1. Objective: To comprehend recorded sentences and relate them pictorially.

Materials: Drawing paper, crayons or other art media, sentences already printed on paper.

Teacher Action: Give the directions orally, e.g., ON THE TABLE YOU WILL FIND SENTENCES FROM THE STORY WE HAVE JUST READ. YOU ARE TO READ EACH SENTENCE AND DRAW A PICTURE FOR EACH SENTENCE. USE THE MATERIALS ON THE TABLE.

(Learning centers)

NOTES

2. Objective: To recall the sequential order of a story from beginning to end, e.g., "The Three Bears," or other stories for which you have puzzles.

Materials: A puzzle of the story.

Teacher Action: Give directions orally. TELL THE STORY USING THE PUZZLE.

3. Objective: To sort by color.

Materials: Paper plates with a colored piece of paper glued in the center of each plate, corresponding colored construction paper cut up into pieces.

Teacher Action: FIND THE PIECES OF PAPER THAT MATCH THE COLOR OF THE PIECE OF PAPER IN EACH PLATE. PUT THOSE PIECES IN EACH PLATE WITH THE MATCHING COLOR PIECE.
(Give an example.)

4. Objective: Word association.

Materials: Noun flashcards from a previous reading assignment, paper, pencils.

Teacher Action: Directions are attached on the pack of flashcards: Choose 20 cards from the pack. Choose one card at a time and write that word on your paper.
Across from the word write something that goes with it, e.g., bun--hot dog.

5. Objective: To reinforce basic facts.

Materials: Ditto paper with connected circles (each circle having a certain number of dots in it), pencil.

Teacher Action: LOOK AT THE DOTS IN EACH CIRCLE. NEXT TO THE CIRCLE WRITE THE NUMERAL FOR THE NUMBER OF DOTS YOU SEE. ADD THE TWO NUMERALS AND WRITE YOUR ANSWER.

6. Objective: To comprehend facts or events in a story.

Materials: Individual film strip viewer, film strip, ditto, pencil.

Teacher Action: Instruct (orally) one to three children to go to the viewer, read silently and view film strip. ANSWER QUESTIONS ABOUT THE FILM STRIP ON THIS SHEET OF PAPER.

7. Objective: To write a series of letters, numbers, or words which are presented on tape.

Materials: Tape and recorder, pencil, paper.

Teacher Action: Tape-record: I HAVE SOME SETS OF NUMBERS (LETTERS, WORDS, etc.). AS I SAY EACH SET, WRITE THAT SET JUST AS I SAY IT . . . (Pause about five seconds between numbers or words.)

Junior-Senior High

1. Objective: To complete a Personal Information Sheet (or application). (Reinforcement Activity)

Materials: Paper, pencil, pens, dittoed Information Sheets, envelopes.

Teacher Action: Discuss the need for knowing personal information (Social Security card, job applications, credit-card applications, etc.). Provide an envelope for each student which contains a completed personal sheet for each. The student should practice filling out his own form, using the correct one as a guide.

2. Objective: To alphabetize spelling words and use them in sentences.

Materials: Reading or spelling list, paper, pencil or pen.

(Learning centers)

NOTES

Teacher Action: Give the following directions in writing: Write this list of words in alphabetical order. After putting them in alphabetical order, make up your own sentence for each word. (Read directions to them.)

Unspecified Level

Objective: To copy a design.

Materials: Parquetry chips, teacher-made design or purchased parquetry patterns.

Teacher Action: Place one or two patterns on the table. Give the children an assortment of chips. He is to place chips on top of the teacher-made pattern. MAKE A PATTERN JUST LIKE THIS ONE.

SCIENCE*Preschool-Primary

Objective: To identify the texture of objects (smooth, rough; soft, hard, etc.).

Materials: Objects such as yarn, sand paper, rocks (rough and smooth), cubed sugar, glass, eraser, feather, cotton, sponge, etc.

Teacher Action: GO TO THE TABLE. FEEL ALL THE THINGS ON THE TABLE. PLACE THE SMOOTH THINGS IN THIS BOX. (Continue, using other textures.)

Junior High

Objective: To identify the effect of the weather on safety conditions and manner of dress.

Materials: Pencil, paper, a chart listing weather conditions (fog, ice, rain, frost, hail, wind, sun).

*These Learning Center ideas were developed by two participants in the 1972 USDESEA summer workshop.

(Learning centers)

NOTES

Teacher Action: LIST ON YOUR CHART WHAT YOU WOULD WEAR UNDER THE ABOVE CONDITIONS. TELL HOW YOU WOULD TRAVEL UNDER SUCH CONDITIONS (SUCH AS SLOW OR FAST). (Use the second statement as a separate activity.)

Junior-Senior High

Objective: To learn the function of the digestive system. (Reinforcement Activity)

Materials: Chart of digestive system, model of body, film strip illustrating digestion through parts, slide of tissue for examining, stethoscope.

Teacher Action: LOCATE THE PARTS OF THE DIGESTIVE SYSTEM. FIND THE PARTS ON THE CHART. WHICH IS FIRST, SECOND, ETC.? PLACE THE PARTS IN THEIR PROPER ORDER. WHAT FUNCTION DOES EACH PART PLAY? (Use film strip, etc. Listen to stomach.)

Note: This learning center activity should be continued over several designated time periods for at least three days.

Unspecified Level

Objective: To identify objects through the sense of smell.

Materials: Objects with obvious smells (flowers, onion, pepper, perfume, soap, etc.), worksheet:

Smells I Like	Smells I Don't Like

Teacher Action: Tell the child to smell each object and decide whether he likes the smell or not. Then, he should draw a picture of the object on the worksheet where it belongs. Read each heading to the child if he cannot read.

(Learning centers)

NOTES

MATHEMATICS*Intermediate-Secondary

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1. Objective: To order from a catalog with a specified amount of money.

Materials: Current catalog (e.g., Sears), order form from the catalog.

Teacher Action: Directions can be written or oral: YOU HAVE \$30.00 TO SPEND ON ANYTHING YOU WANT IN THIS CATALOG. LIST THE ITEMS THAT YOU WISH TO BUY AND THEIR WEIGHTS (IF GIVEN). BE SURE TO TELL THE PRICE OF EACH ITEM.

2. Objective: To reinforce measurement skills using the ruler and yardstick.

Materials: Ruler, yardstick, paper, pencil, list of items to be measured such as: length of table top, width of teacher's desk, etc.

Teacher Action: USE THE YARDSTICK TO MEASURE THE ITEMS LISTED. WRITE THE NAME OF WHAT YOU MEASURED AND WRITE YOUR ANSWERS NEXT TO EACH ITEM.

3. Objective: To make a budget.

Materials: Pencil, paper.

Teacher Action: SUPPOSE YOU ARE GIVEN \$10.00 EACH MONTH. HOW WOULD YOU BUDGET IT SO IT WOULD LAST UNTIL YOUR NEXT PAY DAY? WRITE THE ITEMS YOU WOULD SPEND IT ON AND THE AMOUNT YOU WOULD SPEND FOR EACH ITEM.

Note: Provide a sheet of paper with directions . . .

*These Learning Center ideas were developed by two participants in the 1972 USDESEA summer workshop.

(Learning centers)

NOTES

4. Objective: To reinforce the telling of time.

Materials: Pencil, dittoed clock faces.

Teacher Action: BENEATH EACH CLOCK YOU WILL FIND THE TIME WRITTEN. DRAW THE HANDS OF THE CLOCK TO THE TIME WRITTEN BELOW THE CLOCK.

5. Objective: To reinforce basic math facts.

Materials: Cassette, prerecorded tape of basic facts, machine for cassette.

Teacher Action: LISTEN CAREFULLY TO WHAT I TELL YOU TO DO. FIRST, WRITE YOUR NAME AT THE TOP OF THE PAPER. (Pause 15 seconds) NUMBER YOUR PAPER FROM 1 TO 20 DOWN THE LEFT SIDE. (Pause 30 seconds) I WILL GIVE YOU AN ARITHMETIC FACT THAT YOU ARE TO WRITE ON YOUR PAPER. NUMBER ONE: $4 + 4 =$, etc.
The teacher can then check the paper herself or have the answers on the tape so that the child can correct his own paper the following day.

VOCATIONAL*

Secondary

Objective: To fill work orders for name tags. (Reinforcement Activity)

Materials: Big Boss Label machine, 3/4-inch and 1-inch embossing tape (different colors), work orders.

Teacher Action: Check returned order forms for spelling, spacing, letter size, color, number of letters, total cost. Record "sales" in ledger. Calculate total sales, balance, outstanding debts, etc. Deliver finished order.

*This Learning Center idea was developed by two participants in the 1972 USDESEA summer workshop.

EDUCATIONAL GAMES

NOTES

Educational games are frequently used as a strategy to help facilitate the learning process. Games are also valuable in developing favorable attitudes toward school work and in aiding pupils to deal with their personal-social problems in the classroom.

Some of the specific purposes for utilizing games in the classroom include the following:

- To motivate when the work has less intrinsic appeal than usual.
- To provide "hurdle help" when mastering a specific skill, an understanding, or an important fact.
- To reinforce the learning of skills or material previously presented.
- To review and organize information previously studied.
- To provide relief from anxiety about achievement by emphasizing the fun aspect.
- To relax tensions because of feelings of resentment or inadequacy.
- To channel aggressive tendencies into constructive activities.
- To help the low-status or low-achiever students gain recognition. The teacher can invent or adapt a game which will allow such students to excel in that which they can do best. She can also pair the low-status pupil with a high-status pupil, or pair a pupil who is poor in a specific skill with one who has more skill, and let their combined efforts be the basis for determining the winning team in a game.
- To utilize the values inherent in motor skills as an aid to learning--especially manipulative activities.
- To provide diversionary tactics when a pupil, a group of pupils, or a teacher feels so angry or frustrated that it appears wise, for the good of the individual or the group, to postpone discussion, ventilation, or confrontation.
- To allow pupils to identify with persons generally recognized as admirable and worthy of respect.

(Educational games)

NOTES

To permit the pupils to enjoy the "driver's seat" occasionally, acting in the position of an authority figure, i.e., tester, asker of questions, evaluator of product, keeper of records (scores in games).

To help pupils learn the value and importance of cooperation in group efforts. (In most of the games the group--rather than the individual--wins or loses.)

EXAMPLES OF READING GAMES1. Letter Relay

- (1) Divide the class into two teams. Present an assortment of index cards, with a letter of the alphabet written (in manuscript) upon each card.
- (2) Tell the children that they are to find a card that has the same letter as the one you write on the chalkboard.
- (3) When one member of each team is standing behind a line, write a letter on the chalkboard. As soon as the letter is completed and each child has seen it, say, GO. The children are to walk the length of the room, find a copy of the letter you have written on the chalkboard and return to the starting line. The child to return to the starting line first with the correct letter gets a point for his team.
- (4) The team with the highest score wins. (Each pupil should have three or more chances if time is available.)

Note: Math problems or whole words may be substituted for the letters of the alphabet.

2. Rhyming Game

- (1) Cut appropriate pictures (examples described) from magazines and paste them on a large sheet of lightweight cardboard.

(Educational games)

NOTES

(Examples of reading games)

- (2) Tell the class to look at the pictures on the sheet of cardboard and say the name of each picture silently.
- (3) When the students have had ample time to follow direction #2, say, DO YOU SEE A PICTURE THAT RHYMES WITH "ME?" Select a volunteer to answer . . . "Yes, tree rhymes with me." (A picture of a tree must be mounted on the cardboard.) DO YOU SEE A PICTURE THAT RHYMES WITH "MAT?" Select a volunteer to answer . . . "Yes, cat rhymes with mat." (A picture of a cat must be mounted on the cardboard.) DO YOU SEE A PICTURE THAT RHYMES WITH "MAN?" Select a volunteer to answer . . . "Yes, pan rhymes with man." (A picture of a pan must be mounted on the cardboard.) Etc.

Note: A variation of this game may result from merely reversing the question asked of the pupils, i.e., TELL ME A WORD (OR SOME WORDS) THAT RHYME WITH THE NAME OF . . . (Point to one of the pictures.) The first variation of the game utilizes a phonics teaching approach. The variation of this game, suggested in this note, utilizes an analytic teaching approach.

3. Name-an-Object Game (initial consonant sound specified)

- (1) NAME AS MANY OBJECTS IN THE ROOM AS YOU CAN WITH THE SAME BEGINNING SOUND AS THE WORD "BOOK."
- (2) Children will respond with the names of items that begin with the sound of the "b" as in book, bulletin board, Bonnie, Bobby, etc. The person who names the largest number of objects or classmates wins the game.

Note: If children know the letter names and sounds, ask one to write the letter on the board and say its sound before other members of the class begin their lists.

(Educational games)

NOTES

(Examples of reading games)

4. Name-the-Object Game

- (1) Draw a picture or the chalkboard with many items in it. E.g.:



- (2) Select volunteers to name the items in the picture.

Note: Vary this game by asking the pupils to place the first letter of the name of the item in the picture that they draw. A still more difficult variation is to write, in manuscript or cursive style, the name of the object.

5. Picture Story Game

- (1) Write a story on the chalkboard, but leave off the initial consonants of some words.
Draw a picture representative of the word beside each word which has a letter missing.

- (2) COPY MY STORY, BUT PUT THE MISSING LETTERS IN WHERE THEY BELONG. LOOK AT THE PICTURES
; HAVE DRAWN TO GET HINTS ON WHAT THE MISSING LETTERS ARE.

Note: Vary this game by having children write their own stories, drawing a picture in whenever they want to write a word that they do not know how to spell.

6. Read and Do

- (1) Have pupils suggest words to be pantomimed.

(Educational games)

NOTES

(Examples of reading games)

- (2) Have children pantomime many synonyms of the word chosen; e.g., if the word is walk, have the class develop a list of synonyms as a group. Have volunteers pantomime the synonyms listed; e.g., for walk, the class may develop the following list, each word will be pantomimed by a different child.

meander
amble
march
prance
saunter
trudge
stagger

- (3) Point out to children that "color" can be added to a story (oral or written) by varying the words used.

EXAMPLES OF MATH GAMES1. Jump and Add

- (1) Draw or use tape to form a number line on the floor:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Make each square large enough so that the largest child in the class can place both of his feet completely within each square.
- (2) Prepare a set of simple addition problems on index cards.
- (3) Place the cards in a container.
- (4) Have a pupil draw a number fact from the container (e.g., $2+3$). The child will then hop along the squares counting out the numbers as he goes (e.g., for $2+3$, he will count "1, 2" and "1, 2, 3" as he hops. He should place both feet on the answer (number 5).
- (5) The pupil will then repeat the complete simple addition problem (e.g., for $2+3$, he will say "Two plus three equals five," or "Two joined with three equals five.")

Note: This game can readily be modified to use in developing proficiency in subtraction skills.

(Examples of math games)

(Education games)

2. Bowling Addition Game

- (1) Use cardboard milk cartons. Print a numeral on each carton. Put numerals 1-3 on gallon cartons, numerals 4-6 on half-gallon cartons, and numerals 7-9 on quart cartons.
- (2) Set up three cartons (use the sizes your pupils will have the most success hitting).
- (3) Have a student roll a playground ball at the cartons.
- (4) Have the student add his own score, from the cartons knocked over.

Note: This game can be adapted to many levels of addition skills. As children develop proficiency in addition of two-digit and three-digit numbers, give each student three or more rolls, then have him add the totals of each roll. You may want to change the numbers on the cartons to provide practice at higher addition skills.

3. Mathematics Floor Game (Optimally, two or three children can play this game. The maximum is four.)

- (1) Arrange a double length of clothesline to establish a winding "game board."
- (2) Tape the rope to the floor with masking tape and attach twenty or more simple addition problems at approximately equal intervals.
- (3) Set up some means of selecting a first, second, etc. player (throw dice, draw cards, etc.).
- (4) The first player steps to the end of the rope which you indicate is the start. He steps forward to the position of the first simple addition problem, recites the problem and the answer. If his answer is correct, he moves on to the next problem and continues in this fashion until he answers a problem incorrectly. He then stands at that position while the second player recites the problems for which he can provide correct answers.
- (5) When all players have had one turn, if no player has reached the finish end of the rope, the first player gets another chance.

(Educational games)

NOTES

- (6) The first player to reach the finish end of the rope is the winner.

Note: This game has many potential variations. By the substitution of subtraction, multiplication, and division problems of varying levels of complexity, it can be made appropriate for children of various mathematical capabilities.







4. Math Dice

- (1) Use dice (or make your own dice from blocks of wood by printing a numeral on each side) and make a block with a plus or a minus sign on each of its sides.
- (2) The child rolls the cube and tells or writes, according to your direction, the simple addition or subtraction problem.

Note: Multiplication and division signs may be substituted for the addition and subtraction signs as your pupils need practice at those skills. Two-digit and three-digit numerals may be substituted for the single-digit numerals.

5. Draw the Comparative

- (1) Make up dittoed worksheets similar to the one below:

(Examples of math games) (Educational games)

(2) Tell the pupil(s) to:

- (a) Look at the picture of the snake. Now in the same square draw a snake that is longer than the one that is there. (Allow time for drawing.)
- (b) Look at the picture of the ball. Now in the same square draw a ball that is bigger than the one that is there. (Allow time for drawing.)
- (c) Look at the picture of the tree. Now in the same square draw a tree that is taller than the one that is there. (Allow time for drawing.)
- (d) Look at the picture of the house. Now in the same square draw a house that is wider than the one that is there. (Allow time for drawing.)
- (e) Look at the picture of the sun. Now in the same square draw a sun that is smaller than the one that is there. (Allow time for drawing.)

Note: Many variations of this activity may be constructed using different pictures and different comparative words.

6. Equivalent Sets

- (1) Prepare a circle of at least 12-inch diameter and write decimals on one side with fraction equivalents at the same position on the backside.
- (2) Attach a double spinner so that it points to the fraction and decimal equivalents.
- (3) Divide the class into two teams.
- (4) The first person on team A will come forward and spin the hand. He will then read the decimal and state its fraction equivalent, checking the backside to be sure he is correct. If he is correct on both, he gets five points for his team. If correct on the decimal only, he gets one point for his team.
- (5) The team having the highest number of points after each pupil has had a turn, wins.

(Examples of math games) ----- (Educational games)

NOTES

7. Which Number

- (1) Prepare a list of questions, one of which pertains to each of a group of six or more numbers.
- (2) Write the numbers on the board.
- (3) ON THE BOARD ARE SOME NUMBERS; RAISE YOUR HAND IF YOU KNOW WHICH ONE OF THEM IS THE ANSWER TO THE QUESTION I ASK YOU.
- (4) Sample questions:
 - (a) Which number is the largest?
 - (b) Which number is the smallest?
 - (c) Which number has a 2 in the hundreds place?
 - (d) Which number has a 3 in the tens place?

8. Time Charades

- (1) IT stands before the remainder of the class and moves his arms to mimic clock readings.
- (2) Everyone except IT guesses what time IT is mimicking.
- (3) The first person to guess the correct time becomes IT.
- (4) As children develop more and more proficiency at time-telling, play Time Charades to demonstrate half-hour and quarter-hour times.

9. Square Grouping Game

- (1) Provide pupil(s) with a sheet of 1/4-inch graph paper, colored pencils, scissors, paste, and a sheet of construction paper.

(Educational games)

NOTES

(Examples of math games)

- (2) Tell the pupil(s) to count ten squares down, and mark the corner; ten squares across, and mark the corner; ten squares up, and mark the corner; ten squares across, and mark the corner. That should be the starting point.
- (3) Tell the pupil(s) to mark around the square with any pencil, and cut the square out.
- (4) Ask the pupil(s) how many small squares there are in the large square.
- (5) Tell the pupil(s) to color (e.g., twenty-two) small squares.
- (6) WHAT PART OF THE WHOLE DID YOU COLOR?
- (7) WRITE THAT AS A FRACTION ON YOUR PICTURE.
- (8) WRITE THAT AS A DECIMAL ON YOUR PICTURE.

10. Magic Birthday Guessing Game

Note: This game will most likely be successfully used with Junior and Senior High School pupils.

- (1) Tell the pupil to write the number of the month of his birth on a piece of paper that you cannot see.
- (2) Tell the pupil to multiply that number by 5, add 6, multiply by 4, add 9, multiply by 5, and add the number of the day of the month he was born; let him tell you his total.
- (3) Subtract 165 from his total and use the first numeral as the number of the month and the next two numerals as the number of the day of the month of his birth. E.g., if the pupil's date of birth is September 24, he will do the following calculation:

(Educational games)

NOTES

(Examples of math games)

$$\begin{array}{r} 9 \\ \times 5 \\ \hline 45 \\ + 6 \\ \hline 51 \\ \times 4 \\ \hline 204 \\ + 9 \\ \hline 213 \\ \times 5 \\ \hline 1065 \\ + 24 \\ \hline 1089 \end{array}$$

Then you do this calculation: 1089
- 165

924

And you "guess" that his birthday is September 24.

- (4) Explain your calculation to the student(s) and suggest that they try "guessing" your birthday and each other's birthdays by the same calculation.

EXAMPLES OF HANDWRITING AND SPELLING GAMES

1. Group Spell

- (1) Prepare several sets of alphabet cards (use index cards and a felt-tipped pen) Spread these out on tables at the front of the room (one table per team).
- (2) Divide the class into two or three teams with equal numbers on each team. Have each team stand in a row behind the table.
- (3) Pronounce a spelling word that has the same number of letters as there are members in each team.
- (4) Have the team select the necessary letters to spell the word given to it.
- (5) The first team to spell the word correctly with cards held in front of each member wins the game.

(Examples of handwriting and spelling games)

NOTES

- (6) After going through the current spelling words, the team with the most points is the winner. (One point for each word spelled correctly.)

2. Spelling Relay

- (1) Provide several sets of alphabet cards, one letter of the alphabet per card.
- (2) Divide the class into two teams.
- (3) Write a spelling word on the chalkboard.
- (4) Signal "go." The first member of each team runs the length of the room, selects the first letter of the spelling word, brings the letter back to the front of the room and stands it upright on the chalk-rail. He then touches the second member of his team who runs to the pile of letters, selects the second letter of the word, places it on the chalk-rail, and touches the third member of his team, etc., until the word is spelled.
- (5) The team to spell the word correctly with cards placed upright on the chalk-rail wins as many points as there are letters in the word. Continue with other words.
- (6) The team with the largest number of points is the winner.

Note: You may require students to spell the word after you have merely said the word.

3. Spell a Story Game

- (1) WE ARE GOING TO SPELL A STORY.
- (2) JOHNNY, YOU START. YOU SPELL A WORD. PETER, YOU CONTINUE THE STORY BY SPELLING ANOTHER WORD THAT WILL MAKE A GOOD STORY. (Continue calling on other pupils to complete the short story --two or three short sentences.)

(Educational games)

NOTES

EXAMPLES OF SCIENCE GAMES1. Riddles

- (1) Read riddles to the students.
- (2) Allow the students to present riddles for the other members of the class to solve.
- (3) Some examples of riddles are:
 - (a) I spin a web.
I sometimes am called a trapper.
I eat insects.
In winter I sleep in a hole.
What am I? (Spider)
 - (b) I live in the earth.
I wriggle in the soil to loosen it.
I eat old damp leaves.
You see me on the ground after heavy rains.
What am I? (Earthworm)
 - (c) There's hardly a day that you can't see me.
I'm in the sky and never land.
What fun to pretend you see me as animals and things,
When you look up at a _____. (Cloud)
 - (d) I'm something like rain.
You enjoy me, I know.
To make a man of me is fun.
My name, of course, is _____. (Snow)
 - (e) I am three, yet I am one.
To heat me and watch me steam is fun.
Take me from a tray of ice,
Let me melt and drink me--I'm nice.
What is my name? (Ice)

(Educational games)

NOTES

(Examples of science games)2. Sharp E -

- (1) Divide the class into two teams.
- (2) Align the teams facing each other about four feet apart.
- (3) Tell each of the children to look carefully at the child opposite him.
- (4) After 30 seconds tell everyone to turn around so that they are all back to back. Also tell them to alter one (or two, three, four) things about themselves, e.g., untie a shoelace, unbutton a button, change his hair some way, etc.
- (5) At a signal the children turn around again so that each child is facing the same member of the opposite team that he faced before.
- (6) Each child guesses the changes made in the appearance of his teammate. The team having the most correct guesses is the winner.

3. Deer Stalking

- (1) One pupil is selected to be a deer, another pupil is the hunter.
- (2) Both the deer and the hunter are blindfolded, but the deer gets to take his shoes off.
- (3) Both the deer and the hunter touch the edge of a large table with either hand they choose (they may switch directions), but each must always be touching the table with one hand.
- (4) The remainder of the class is very quiet. The deer can listen for the hunter's footsteps and the hunter can listen for the deer's breathing and the sound of his hand moving along the table.
- (5) When the hunter catches the deer, two other students get to play the game.

(Educational games)

NOTES

(Examples of science games)

4. Weight Guessing Game

- (1) Pass around several objects labeled 1, 2, 3, 4, 5, etc.
- (2) Each pupil lifts them and writes down his guess of each object's weight.
- (3) Provide scales and have pupils weigh each object and record the weights on the chalkboard.
- (4) Discuss different guesses. Ask pupils who guessed the weight so closely.

Note: For additional science learnings, see Teacher Resources. Books listed there include many experiments in science.

EXAMPLES OF PERSONAL-SOCIAL DEVELOPMENT GAMES1. The Wizard

- (1) Based on past experiences the class will decide on an academic area or physical skill for each child in which that child is better than any one other child. Each child is designated as "Wizard of ____" (arithmetic, spelling, baseball, etc.).
- (2) Pupils are encouraged to further improve their skill areas.
- (3) Pupils prepare questions in each Wizard area.
- (4) A time is designated for questioning each Wizard. This time is announced by writing on the chalkboard, "The Wizard of ____ (the skill area) will hold court from 10:00 AM to 10:30 AM (1000 to 1030 hours)".
- (5) Each child will have opportunities to ask the Wizard of ____ questions.
- (6) A pupil who misses more than three questions must show improvement next time to keep his status as a Wizard.

(Educational games)
(Examples of personal-social development games)

2. Can You Improve Your Manners?

- (1) During Personal-Social Development sessions assign roles so that children play the roles of a customer in a store, a store clerk; a service-station customer, a service-station employee; a father, a mother, and children at the dinner table. (All role players would act out "impolite" scenes.)
- (2) Allow volunteers to role play the various characters extemporaneously at first.
- (3) Have a class discussion. Elicit impoliteness by the role players.
- (4) Ask for suggestions of more polite questions, answers, requests, directions, introductions, correct table manners, etc.
- (5) Allow volunteers to role play being courteous and helpful.

3. Vocabulary Card Game

- (1) Develop or have children develop a large list of vocabulary cards related to personal-social skills.

- (2) Play "Fish" with these cards.

Note: With older children, require that they ask for the card by defining the word, rather than by saying the word.

4. Panel Game

- (1) A topic is announced or suggested by one or more students.
- (2) A panel of "experts" is selected from all volunteers.
- (3) All students are allowed time to develop four or more questions on this topic. The members of the panel may discuss the topic, or "research" it from any available reference books or resource person.

(Educational games)

(Examples of personal-social development games)

NOTES

- (4) The chairman of the panel solicits questions from the remaining members of the class.
- (5) If the question asked is not answered correctly by the panel, the asker gets to replace any member of the panel that he chooses.

Note: Other teaching resources for developing the skills listed in the Personal-Social section of this Guide are the simulations and role-playing activities in Part IV: Role Playing and Simulations.

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ROLE-PLAYING

NOTES

Role-playing is a group problem-solving strategy. It enables the pupils involved in it to resolve problems, to find out what alternatives exist, and to determine some of the personal and social consequences of various alternative solutions. When properly and skillfully used, role-playing is uniquely suited to the exploration of the problems of each person as he tries to find a place in the many and increasing social situations with which he will be confronted in his lifetime. Ideally, role-playing permits the kind of "discovery" learning which occurs when individuals in groups face typical situations. In the enactments, the consequences of the possible solutions become more explicit. Role-playing encompasses problem identification, delineation of alternatives for action, exploration of the consequences of the alternatives and/or decision-making.

The role-playing strategy, as utilized in this guide, is of short duration. Each role-playing activity is enacted as immediate problems arise and as motivational and reinforcement activities are developed to teach the content skills or abilities.

The basic role-playing technique offers opportunities for improving language skills as well as increasing human relation skills and insights. Role-playing sessions that have been observed indicate that the verbal performance of slow learners is markedly improved in the discussion following the session. They express themselves more willingly when reacting to things they can see and do rather than responding to words used as stimuli. In role-playing sessions, the informality and permissiveness should allow students with poor self-images to respond with a spontaneity that permits much fuller expression than does a formal classroom recitation.

(Role-playing)

NOTES

ROLE-PLAYING AND THE TEACHER*

Role-playing strategies utilized in the classroom setting should be primarily educational since teachers must not play psychiatrists to their students. There are as many fundamental facts to be learned about human conflict and human problem solving as there are about reading, writing, and arithmetic. Role-playing can help teach these facts, including the fact of feelings on the educative level alone. Trained therapists may use role-playing for quite a different purpose.

Teacher vision, the courageous tryout of a new strategy, slow-moving, continuous self-evaluation, retrieval, and sharing of results with other teachers suggest in-service training or practice with peers, and readings related to role-playing.

An important aspect to remember about role-playing is that it is exploratory. That means that for the time being, anything a pupil says or does (within certain limits) is acceptable. The task assigned the teacher is a difficult one. It is imperative that the teacher refrain from stating conclusions, moralizing, or placing the stamp of approval or disapproval on any part of the action or discussion. The temptation to approve or disapprove is overpowering at times. When pupils discover that there is a "right way" approved by the teacher, they will try to discover the "right" solution or the decision that the teacher may like. This practice eliminates spontaneity and freedom of individual expression.

Before beginning the role-playing strategy, especially with young children, the teacher should use other types of activities to develop skills, e.g., pantomime, hand puppets, and puppet shows, discussions about characters and the parts they play in stories read or told to them.

*Adapted from Hildred, N. Learning about role playing for children and teachers, Bulletin 66 Association for Childhood Education International, 1950
3615 Wisconsin Ave., N.W.
Washington, D.C. (price .75)

(Role-playing)

There are many role-playing activities that can be enacted through a simulated situation, e.g., going to the dentist or doctor, introductions to adults, manners, interviews with prospective employers, and using the telephone to apply for a job. (Refer to the Simulations subsection to determine the differences between role-playing and simulations as used in this guide.)

The following are some suggestions for initiating and carrying out role-playing situations:

1. Leader to group. (Initiating an activity before going into role-playing.) You assume role vis-a-vis the group. I AM GOING TO TALK TO YOU, ALL OF YOU, AS A FRIEND. I AM GOING TO TELL YOU ABOUT A PROBLEM I HAVE AND ASK YOU WHAT I SHOULD DO ABOUT IT. ALL OF YOU WILL TRY TO HELP ME SOLVE MY PROBLEM, BECAUSE I AM YOUR FRIEND.

Pose a problem, making sure the class understands it. When the group begins to give you advice, talk back and forth. After everyone has had a chance, discuss the various suggestions with the group.

- WHAT WAS THE PROBLEM?
- WAS THE ADVICE GIVEN HELPFUL?
- WHAT WOULD HAPPEN IF I FOLLOWED (each piece of advice)?
- WHICH WAS THE BEST SUGGESTION (SOLUTION)? (There may be more than one solution.)

2. Teacher to one pupil. (Carrying out a role-playing activity.) You and one pupil each play a role. Set it up so the class is supportive of the pupil playing. You might, for example, play the role of a critical parent, a school official, or an authority figure, and the pupil play the role of a child with a problem. If the pupil has difficulty, or needs a line, encourage others to assist him. After the problem develops, stop the role-playing and discuss.

3. Teacher to two pupils. Two or more pupils play roles such as father, mother, teacher and you play the part of the child. When the role-playing is cut for discussion, suggest that the father, mother, and teacher need to talk to each other a bit. Restart role-playing and withdraw from your role.

(Role-playing)

NOTES

4. Member to member. Two members of the class play opposing roles. If they "ham up" their acting too much, point out to them that they are trying to solve a problem and should play it as it really is. The other members of the group may help by throwing in lines when one or the other is stuck. This diffuses the playing into the group so that several people may be saying lines back and forth.
5. Group to group. Select a group, or ask for volunteers, to assume and play the roles in a designated situation while the other group listens. Following the role-playing activity, the listening group will evaluate the enactment and may offer other alternative solutions. The entire group will select one or more solutions to the problem.

Sometimes you may have two or three pupils sitting beside the role-players, any of them free to pick up the conversation. Discussion should follow the presentation so that one or more alternative solutions may be agreed upon by the entire group.

EXAMPLES OF THE ROLE-PLAYING STRATEGYPrimary Level

1. At various times during the school day young children will relate something that has occurred at home. The teacher can capitalize on these statements to develop a role-playing activity. This type of technique requires more guidance and planning by the teacher.

WOULD YOU LIKE TO SHOW ME WHAT MIGHT HAPPEN AT HOME IN THE MORNING?

Situation: One child rubbed her eyes and stated that "Mom" had trouble getting everyone up in the morning. Other children agreed with that statement.

WHO IS IN THIS HOUSE?

The children responded, "a daddy, a mommy, and kids."

WHO WOULD LIKE TO BE "THE DADDY"?

Many children volunteered and one was chosen. Other characters were chosen in the same manner. To those who were not in the scene the teacher said:

(Role-playing)

NOTES

AS YOU WATCH THESE BOYS AND GIRLS, TRY TO THINK OF OTHER THINGS THAT COULD HAPPEN. BE READY TO TELL US WHAT YOU LIKE ABOUT THE THINGS THEY DO.

The teacher sets the stage by pointing to a place in the room that would be the kitchen and to table tops (or mats on the floor) as beds for other family members who were still asleep.

Roles: Mother, Father, three children: six, eight, and fifteen years of age.
If the role-players have difficulty, ask other children to help supply dialogue.

Following this activity, provide time for discussion and ask for possible solutions to the problem.

2. The family

Situation: A family group is discussing the duties of individual family members in sharing the house work.

Problem: What are some of the things we can do around the home to help our parents?

Roles: Mother, Father, children: ages eight, ten, and fifteen.

Follow a similar procedure in developing, enacting, and discussing the role-playing activity (number 1 above).

Intermediate Level

1. Safety in our school halls

Situation: The safety patrol has reported that a pupil has been hurt while running in the halls.

Problem: What safety rules should be followed when we are in the halls?

(Role-playing)

Roles: Safety patrol, three pupils.

If role-players have difficulty, ask other pupils to assist them with the dialogue.

Following the activity, provide time for discussion and ask for possible solutions that were not mentioned by the role-players. Ask for other alternative solutions if desirable ones have not been stated.

2. Playground behavior

Situation: The class members have observed a fight on the playground (two children from another room).

Problem: What are some of the things we can do to get along together on the playground?

Roles: Two boys who were fighting, two other pupils, teacher (plays the part of a pupil). (The class members could be divided into two groups--one group taking sides with one of the two boys who were fighting, and one group taking sides with the other. Change roles and permit the two groups to take opposite sides.)

Follow the role-playing activity with discussion and ask the total group for alternate solutions.

Junior-Senior High School Levels

1. Dating

Situation: A male student asks a girl for a date to go to a movie.

Problem: What are some courteous ways that I may use in asking a girl for a date to go to a movie?

Roles: Two students.

(Other situations, problems, and roles may be developed under the topic, Dating.) Following this activity, provide time for discussion in which two or three courteous ways of asking for dates have been determined by the group.

2. An interview for a job

Situation: The work-study coordinator has telephoned an eighteen-year-old student to come to his office for an interview about a job at the PX.

Problem: What are some of the questions the coordinator will ask me and how will I answer them?

Roles: Work-study coordinator, applicant (student).

(This role-playing activity should be enacted after some study on the Vocational Preparation Section.)

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SIMULATIONS

In practice, pupils cannot be placed in real-life environments, but simulated environments can be constructed. The technique utilized in this guide is a combination of teaching strategies which bring situations and problems within the cognitive structure of the pupils. It has the added advantage of involving them socially and emotionally.

Early experimentation with the simulations reported by Coleman and Boocock (1966) indicates that this technique is a "powerful motivator for learning" and gives the learner a greater competency in coping with his environment and a heightened ability to see a complex social situation as an organized whole. The authors' initial experimentation in the use of games with simulations indicates that this technique produces two major forms of learning: (1) intellectual learning, which involves the content of the activity, and (2) social learning, which includes learning about others, about one's self, and about the expectations and obligations of role relations.

Cherryholmes (1966) evaluated six studies on simulations to determine the effectiveness of educational simulations. He concluded that although students did reveal more interest and motivation (i.e., learning related to social-psychological interactions) when participating in a simulation than when engaged in more conventional classroom activities, they did not seem to learn more facts or principles in the simulated activity than they did by conventional methods. Cherryholmes offered as a possible explanation the fact that the simulations in the six studies were presented to the participants, and that the students did not discover structural relationships in the simulations.

Miller (1967) tested the effectiveness of the simulated environments technique with seriously emotionally handicapped elementary school children; she found this technique to have a significantly positive effect on developing better interpersonal relationships; on improving personal effectiveness in a social situation; and on applying problem-solving skills to social issues. The author found this to be true regardless of whether the students were receiving the experimental treatment in regular or in special classes.

The studies by Miller (1967, 1968) indicate the effectiveness of developing the simulation with pupils taking active parts in planning for and enacting the various role-playing activities related to a central theme.

A single role-playing session as described in the preceding Role-Playing strategy can often help a group confronted with a problem. However, more growth in insight can be achieved by extending role-playing through a series of sessions focused upon various aspects of a central theme. The simulation technique, as employed in this guide, utilizes this approach to plan for and extend role-playing. The following procedures suggest a format in which to plan the simulation.

PROCEDURES FOR UTILIZING SIMULATIONS

- I. Setting up the simulation: A real-life situation and problem for study
 - A. Developing awareness of a real-life problem.
 - B. Linking the specific problem to pupils' previous experiences.
 - C. Creating a simulation related to a real-life situation.
 - D. Encouraging the statement of facts and the expression of opinions and feelings about the situations and related problems to stimulate interest.
- II. Class planning for the simulation
 - A. Deciding on several specific problem aspects of the central theme.
 - B. Determining the roles to be included.
 - C. Selecting small work groups to focus on specific situations and problems.
 - D. Reviewing procedures and standards for small-group activities.
 - E. Determining methods and techniques for evaluation.
- III. Small-group study and preparation
 - A. Surveying sources of available data: printed materials, models, people, films, filmstrips, experiences, charts, etc.

(Simulations)

NOTES

- B. Utilizing resources to get information relevant to the situation and problem.
- C. Organizing and sharing findings.
- D. Determine who will assume the key roles for the role-playing activity.
- E. Providing for exchange of roles among all group participants.

IV. Role-playing

- A. Playing roles (small groups).
- B. Evaluating performance in terms of advance preparation evidenced (observers).
- C. Considering the possible need for further study.
- D. Providing for playing different roles.
- E. Discussion with entire class.
- F. Presenting alternate solutions.

V. General evaluation (following the completion of study on the central theme).

- A. Summarizing major understandings derived from the simulation.
- B. Summarizing related understandings derived from the simulation experiences.
- C. Discussing effectiveness of the simulation as an aid in:
 1. Applying insight gained in simulated situations to social environment, family life, and daily activities.
 2. Applying self-control learned in role-playing to other aspects of daily activities.
 3. Utilizing the curriculum content to learn about the expectations and obligations of role relations in which one engages.

(Simulation)

4. Utilizing the skill subjects as tools for resolving a variety of problems inherent in the simulations.
5. Working more cooperatively and productively in groups.
6. Adding to the repertoire of information, skills, and techniques in organizing one's efforts in problem-solving.
7. Increasing one's ability to be self-critical in evaluating his own contribution to the group effort.

A SAMPLE SIMULATION

Central Theme: Making the House a Home

Refer to Procedures for Utilizing Simulations for specific steps to follow in developing this simulation.

Step IV, Role-Playing,* is illustrated here to indicate various types of situations, problems, and roles that may be enacted using the central theme.

1. Situation: A mother is discussing with her children the difficulty she has in getting them to help with the housework.

Problem: What are some of the things we can do to share these responsibilities?

Roles: Mother, Father, children or youths. ages 6, 8, 16.

Conclusions (or solutions)

Following the role-playing activity, the remaining class members evaluate the activity, offering other solutions to the problem if they wish.

*Refer to Role Playing, p. for definition.

(Simulations)

NOTES

2. Situation: Father is in the field and Mother has discovered that her oldest son has taken some money from his father's billfold.

Problem: What should Mother do when she discovers the money is missing?

Roles: Mother, son (15), son (9), daughter (12).

3. Situation: Father tells his family that he has only \$10.00 left until payday and cannot keep his promise to take them to the zoo.

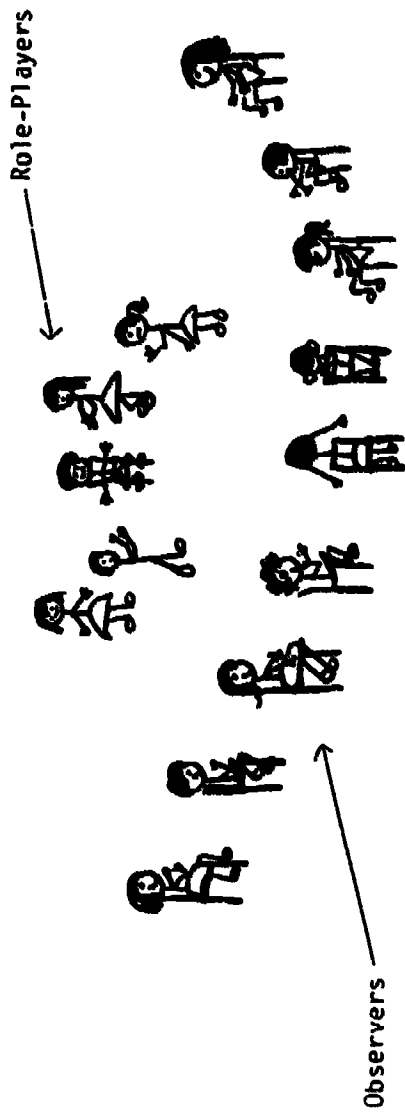
Problem I: How can we deal with the problem of Father not keeping a promise?

Problem II: Are there other ways of getting money to go to the zoo?

Problem III: What other ways could we entertain ourselves and stay together?

Roles: Father, Mother, two daughters (5 and 7), one son (10).

The physical set-up of the room should lend itself to the success of role-playing. The group participating in the actual role-playing activity may be in the front or back of the room. If props are used, another placement might be indicated. The observers (the remaining members of the group) should be near the role-players. The following diagram is an example of both groups:



The observers (all pupils in the class who are not actually participating in the presentation) make up an important group. It is necessary for the children to listen attentively because they will be called upon to state the "conclusion" to the problem as they understand it from the material presented by the small group.

Teachers should set standards with the children, not for them, so that they will be able to perform effectively. It is helpful to list these standards on experience charts that can be used for future reference. The charts (or transparencies) might include:

(Simulations)

NOTES

HOW TO ESTABLISH THE PURPOSE OF THE DISCUSSION

1. Establish a feeling of compatibility among the members, making sure the purpose for the discussion is within the interest and maturity level of the group.
2. Prepare an outline of possible questions and points to be discussed.
3. Prepare the topic in terms of the immediate and ultimate goals (problem, situation, and roles to be played).

PREPARING FOR EFFECTIVE DISCUSSION

1. Understand the purpose clearly.
2. Prepare what you plan to say.
3. Be willing to consider new ideas.
4. Be able to stand alone for "the right."
5. Be willing to accept reasonable decisions made by the group.

CARRYING ON THE DISCUSSION

1. State the purpose. Restate as needed.
2. Move steadily toward the goal.
3. Link ideas to what has been said.
4. Summarize what has been decided.
5. Restate the decision to be sure you have carried out the purpose.

HELPS FOR GROUP DISCUSSION

1. Give everyone an opportunity to make a contribution.
2. Speak in sentences.
3. Pronounce your words clearly.
4. If you disagree with another speaker, do it courteously.
5. Speak clearly so that all in your group can hear.

(Simulations)

NOTES

HOW TO KEEP THE DISCUSSION MOVING BY:

1. Starting the discussion with a pertinent question.
2. Keeping the discussion moving through questions and comments.
3. Guiding the discussion toward sharing among new members.
4. Encouraging the members to talk to each other rather than to a leader.
5. Keeping the discussion to the point being considered by summarizing at intervals.
6. Seeing that each member has an opportunity to express his ideas and that one or two members do not monopolize the time.
7. Developing a feeling of responsibility among the members for making worthwhile contributions.
8. Respecting the contributions of other members of the group.
9. Developing a feeling of responsibility of the members for the effective conduct of the group--observing rules of courtesy.
10. Developing the ability to accept group decisions.

EVALUATING THE SMALL-GROUP DISCUSSION
(BY OBSERVERS)

Individual:

1. What are the advantages of working in small groups?
2. How much did each one participate?
3. Which individual ideas given were helpful?
4. Was the discussion tentative or final?

Group:

1. How evenly was the participation divided?
2. How well did the comments given help?
3. Were the solutions the best we could make?
4. Did we accomplish our purpose?

HELPS TO GOOD LISTENING (OBSERVERS)

1. Listen for the main ideas.
2. Think of the details as facts that make the main ideas clearer.
3. Think of how you feel about the main ideas. Do you agree with the speaker?
4. Ask questions to clarify any uncertain information.
5. Think of the main points that are discussed to solve the problem.
6. Listen, so that you will be prepared to express your opinion about the conclusion.
7. Listen open-mindedly to any discussion of your contribution.

SMALL-GROUP EVALUATION

1. Did we resolve our problem?
2. Did most of us try to do our share or participating?
3. Did we remember to take turns?
4. Could we answer all of our questions?

(Simulations)

NOTES

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MODIFYING BEHAVIOR*

NOTES

Behavior influences learning. Learning becomes impaired or is non-existent in an atmosphere that is chaotic or disorganized. When classroom control breaks down due to behavioral problems, the teacher and pupils feel frustrated and insecure. A controlled classroom does not imply a sterile learning situation where students work dutifully and quietly with their seatwork assignments. A controlled classroom can, and should, be a bustle of purposeful activity where students are physically and mentally involved in learning. The following suggested guidelines are offered for the teacher who may want to utilize these as aids to providing a healthy emotional climate in which learning takes place.

Aids in establishing rapport

1. Show concern for the individual pupil by acknowledging such things as birthdays, additions to the family, family trips, or accomplishments.
2. Show interest in the pupil's school hobbies and interests.
3. Manifest an active interest in pupil ideas and suggestions.
4. Plan some time every day for personal contact with each pupil.
5. Create a classroom situation that promotes freedom from fear, emphasizing success rather than failure and including flexible requirements for achievement, ability levels, and interest. A time for relaxation, some restful music, games, parties, or fun activities should be provided during the day.
6. Allow for a positive classroom structure, free from threatening situations; i.e., impose reasonable expectations, consistency in teacher behavior and standards, fair and cautious discipline.
7. Show that you accept the student on an individual basis.

*Adapted from: Modifying behavior. Special Education Curriculum Development Center, a cooperative program involving the Iowa State Department of Public Instruction and the University of Iowa, October, 1970.

(Modifying behavior)

NOTES

8. Show that you are interested, not curious, about his family, friends, interests, and hobbies.
9. Reassure the pupil that his feelings are important and respected.
10. Graciously accept the attempts the student makes to do nice things for you.

Ideas for modifying behavior

1. Speak to students respectfully and with concern. Blaming, shaming, preaching, moralizing, ridiculing, and belittling should be avoided at all costs.
2. When handling behavior problems, focus on the student's situation rather than on his personality or character. For example, a student spills paint. Addressing himself to the situation, Teacher A said, "Oh, I see the paint spilled. We need water and a rag." Addressing himself to the child's character, Teacher B said, "You are so clumsy. Why are you so careless?" (Haim Ginott, Teacher and child)
3. When angered a teacher should remain realistic. Describe what you see, what you feel, and what you expect. Attack the problem, not the person. "I" messages, such as: "I am annoyed," "I am appalled," "I am furious," are safer statements than "You are a pest," "Look what you have done." (Haim Ginott, Teacher and child)
4. When talking to students, be brief. Pupils close their minds to overtalkative teachers.
5. When giving directions, state only a few at a time. Students easily become confused when they are presented too many things at once. State them clearly and concisely.
6. Set up and explain basic classroom procedures. Such situations as collecting money, hanging up coats, getting materials, taking attendance, if done in an orderly and consistent way, minimize problems.
7. Determine a few basic classroom behavior rules. The students can be very helpful in establishing the rules. State them simply. Praise students when they are observing one of the rules.

(Modifying behavior)

NOTES

8. Praise can be a real asset when teaching. However, a few precautions are necessary. Avoid praising the student himself. Instead, praise his efforts, help, work, and accomplishments. The student will then make the positive inference about himself. In praising the student himself, the teacher may make the student feel that he must live up to some expectation and may make him fearful that he might not be able to accomplish such a feat. For example, Mary receives the highest mark on a mathematics test. The teacher announces that Mary is her best mathematics student. Mary now feels that she must always excel in mathematics. Considering this expectation more than she is able to accomplish, she bursts into tears.

Helping the aggressive pupil

1. Frustration produces aggression. Avoid classroom situations that will result in failure, frustration, or embarrassment.
2. Make provisions for contact with mature and controlled students who will benefit the aggressive pupil by serving as good behavior models.
3. Share experiences in class to allow for an acceptable outlet for attention-producing behavior.
4. Avoid grouping aggressive students together. This grouping will sometimes cause them to be more obnoxious and vie for the teacher's undivided attention.
5. Keep the classroom atmosphere organized and consistent without being rigid.
6. Provide situations where each student gets the chance to play the leader role.
7. Move in when you sense some trouble brewing. A touch, look, or word whispered in private, may work wonders.

Helping the withdrawn pupil

1. Invite, but never coerce, the student to participate in classroom activities.
2. Provide the student with gradual exposure to new people or activities.

(Modifying behavior)

NOTES

3. Allow the pupil to sit near, or to be grouped with those students with whom he feels most comfortable.
4. Recognize and talk about feelings of inadequacy or fear. Allow for a classroom climate where emotions can surface and be expressed.
5. Supply the students with needed materials. He will usually lose or forget such items as his books, paper, or pencil as an excuse for nonparticipation.
6. Keep your standards flexible in regard to the discipline and management of the withdrawn child. A little chatter, giggling, and misbehavior is a healthy sign on the part of the withdrawn child.

Helping the hyperkinetic pupil

1. Provide tasks in which the pupil is actively involved physically. This gives him a focus for his attention and lessens chances for boredom and misconduct.
2. Make instructions specific. The student feels more secure and comfortable when he knows exactly what to do and what is expected of him.
3. Follow a definite daily routine that makes the pupil feel secure.
4. Provide a shielded space such as a booth or a desk placed against the wall, if the student is highly distractable.

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